

Andrey Vasilchenko History of the Hitler Youth

Introduction

It is no coincidence that the 20th century is considered the era of totalitarianism. Despite the fact that totalitarian societies did not exist in many countries, it was precisely the states where the totalitarian system was established that in one way or another determined the history of virtually the entire world throughout the current century. The very essence of totalitarianism is quite accurately reflected in this term: totality, universality. Total, universal control over society is one of the characteristic features of a totalitarian state, which distinguishes it from an ordinary dictatorship. Moreover, those who believe that this control is carried out exclusively with the help of a punitive system are wrong. Propaganda plays an important role, if not the leading one. A totalitarian system does not need a person who recognizes its principles only out of fear. The totalitarian system needs people who are fanatically devoted and loyal to it. Hence follows the "fatal theme" of all totalitarian societies - the creation of a new type of man. Moreover, it does not matter whether it will be the "Soviet man" of the communist system or the "superman" of National Socialism. The totalitarian system itself under these conditions inevitably runs into the problem of "human material". One involuntarily recalls a plot from Orwell's novel "1984", when the past was periodically remade. In the same way, totalitarian regimes, creating a "new man", first deprive him of the past (the real past), and then eliminate extraneous influences, such as, for example, the family (something similar could be observed in the last years of the "Third Reich" and in China in the years "cultural revolution").

The emblem of the organization "Hitler Youth"

This is the only way to create a "new man", which must be grown in a totalitarian society, like in a greenhouse. Therefore, it is quite logical that any totalitarian regimes made, if not the main, then a very significant stake on the education of young people. It is the youth, deprived of rich life experience, that is easier to process and educate. In this regard, the phrase spoken by Hitler is far from accidental: "I will begin my educational work with the youth. There's nothing you can do about old people." The National Socialists were more than successful in this field, although they were in power in Germany for only 12 years. The system of organizations they created, covering literally the entire society, makes it possible to call the "Great Reich" one of the most totalitarian states in the history of mankind.

The Nazis entrusted the functions of educating young people to the Hitler Youth, the most effective youth organization of the new time. For the many millions of German boys and girls between 1933 and 1945. he was the most important social institution, along with the family and the school. Some Western historians have developed a perception of the "Hitler Youth" as an organization autonomous from the NSDAP and the state bodies of the "Third Reich". Of course, at that time, 10-18-year-old boys and girls did not realize that the "Hitler Youth" was part of a terrorist political system aimed exclusively at the violent resolution of conflicts. Therefore, it is certain that for the most part the members of the Hitler Youth are free from guilt for the crimes committed by the Nazis. But despite all this, it is necessary to objectively consider the historical role of the "Hitler Youth", since it was an organization completely integrated into the political system of the "Third Reich". At least the top leadership of this organization knew that the Hitler Youth carried out the tasks of the totalitarian system as an organization supplying rising cadres for the NSDAP and its divisions, so young people were brought up exclusively as carriers of the ideas of National Socialism. This was facilitated by the immobile military-hierarchical structure, which made it possible to most effectively perform the functions assigned to the Hitler Youth by the party.

The relevance of the designated topic is undeniable. Back in the late 70s, a number of political scientists in Europe started talking about the "youth revolution", applying this term to the events in France in 1968, and to the "cultural revolution" in China, while some experts attributed this term to German National Socialism. The NSDAP was able to hold not only a "national

revolution", but also a "youth revolution", putting forward completely young people into politics. The polarization of political views and the radicalization of youth, which was observed among German youth in 20-30, can now be observed among Russian youth. Just as in the Weimar Republic, young people, forced to take care of themselves, treated democracy with extreme skepticism and contempt, so today's Russian youth, placed in the most difficult conditions, with the complete absence of even the rudiments of a state youth policy, is very disappointed in reality. It is no coincidence that in the past two years the influx of young people into right-wing and left-wing extremist organizations has increased several times. The example of Germany shows that a government that neglects youth risks the future of the whole country.

In this work, a number of sources were used, which can be divided into several groups:

- 1) memoir literature (memoirs of Albert Speer, Walter Schelenberg);
- 2) diaries. In addition to the actual diary entries, for example, the diaries of Joseph Goebbels, they include Rauschning's memoirs and Henry Picker's notes, which describe in detail Hitler's conversations and statements.
- 3) collections of materials and documents (materials of the Nuremberg trials, etc.).

Although there are sources that are difficult to unequivocally attribute to any of the above

listed group. This is the book of Adolf Hitler "My Struggle". 1 On the one hand, this is memoir literature, since, while in prison, Hitler outlined his life in it and described the birth of National Socialism. But, on the other hand, this book can be attributed to documents, since it was "My Struggle" that became the "bible of Nazism", on the basis of which the "Third Reich" was later built. This work is not even uniform in style - personal memories are replaced by purely practical arguments about building a "new society" and possible ways for the NSDAP to come to power. It is in the chapter on the future state that Hitler devotes considerable

1 Adolf Hitler. My struggle. ITF "T-Oko", Lobanov S. H... 1992.

attention to the education of young people. But here we are not yet talking about the creation of a "new man", but mainly about the physical education of young people as future soldiers.

Hitler reveals his true goals in conversations with Hermann Rauschning and in his table talk. Somewhat later, having emigrated to England, Rauschning published the book "Hitler Speaks" there, and then "The Beast from the Abyss", in which, based on Hitler's speeches

builds an eerie picture of the true plans of this dictator. 2 It was Rauschning who presented to the whole world Hitler's terrifying cynicism and cruelty, calling his coming to power nothing but a "revolution of nihilism." he longs for the creation of a new world, he longs for the creation of a new religion with himself as an ersatz deity. It is no coincidence that the title of the second book, "The Beast from the Abyss", is based on the apocalyptic plot.

Hitler appears to the reader in a slightly different way in the book by Henry Picker "Table

Hitler talk. 3 Here he tries to show his erudition in various fields of knowledge - from military affairs to family pedagogy. That is why these records are of exceptional interest, since almost all the activities of the "Third Reich" were based on the personal sympathies and views of the Fuhrer. If we judge "Conversations ..." "from a running start", then they amaze with their encyclopedic nature, universality, and comprehensive coverage of topics. With categorical appeal, Hitler preaches his ideas about religion and science and about the future of railway transport, about the Renaissance and Baroque and about the constitution of the medieval Venetian Republic, about the genius of Stalin and about archeology. But meanwhile most

facts reported by Hitler to his entourage often simply do not correspond to reality, which very eloquently characterizes Hitler himself.

Considering memoir literature, in addition to the memoirs of Speer and Schellenberg, one cannot fail to mention the collection of memoirs, notes, diary fragments of the top

Reich's Revelations and Confessions. 4 Among the persons presented as "authors" of this collection are Hitler, Ribbentrop, Rosenberg, Goebbels, Himmler, Bormann, Keitel, Jodl, Halder, Paulus and many others. Until recently, most of these materials were absolutely secret. These testimonies and confessions of the leaders of Nazi Germany, who were "creators", active participants and eyewitnesses of epochal events, are of great interest as memoirs and documentary sources. The materials of the collection (recordings of conversations, diaries, letters, memoirs, public speeches and secret speeches) reveal the "kitchen" of preparing, carrying out aggression and unleashing the Second World War.

No less valuable material is provided by the memoirs of Albert Speer, one of the closest figures to Hitler, his personal architect, and then Minister of Armaments. 5 Speer's description is interesting from two sides. First, Speer's memoirs show what happened "behind the scenes" of the "Third Reich", here he insists that the top of the Reich was constantly torn apart by contradictions. There are no words, the Nazism of the mid-thirties was covered in "birthmarks", reflecting the dualism of its origin. Members of the "Red Front" often joined the SA in whole detachments. Berlin wits called them

2 Herman Rauschning. Hitler speaks. Beast from hell. M. "Myth". 1993. 3 Picker G. Hitler's Table Talk. Smolensk. "Rusic". 1993.

4 Revelations and confessions: The military elite about the war of the "Third Reich" against the USSR. Secret speeches. Diaries. Memories. M. TERRA. 1996.

5 Speer A. Memoirs. Moscow-Smolensk. "Progress" - "Rusich". 1997.

steaks - brown on the outside, red on the inside. Later, a line of controversy passed between the groups that fought for the power and location of the Fuhrer. Hess, Himmler, Bormann, Goebbels, Goering - each of them with his entourage "pulled the blanket" of power over himself. Secondly, Speer shows in more detail Hitler's personal views on art and culture, and how they were reflected in general on art and culture in the Reich. For this work, these memoirs are of interest, on the one hand, because they show the mood of the youth and students of the time of the Weimar Republic, on the other hand, which shows the role and place of the leaders of the "Hitler Youth" at the top of the Nazi Party. It is for the same reasons that memoirs are of interest.

Walter Schellenberg.6 In general, they are devoted to the secret operations of Nazi intelligence and special services, which is not included in the scope of this thesis. But the first chapters, describing the formation of National Socialism and its rise to power, show how an unemployed young man, having shown resourcefulness like thousands of others, joined the NSDAP, seeing in this a real path to success. At the Nuremberg trials, Schellenberg appeared only as a witness, although later in 1948 he again appeared before the court in the so-called "Wilhelmschrasse Case".

Application for joining the Hitler Youth, dated 1938.

Exhibit of the German Historical Museum in Berlin

Among the sources used in this thesis work, one cannot fail to mention another collection of materials that is not well known to a wide range of readers.

"German National Socialism", published by the publishing house "Pallada" in 1994. / Its uniqueness is determined by the materials that are given here. First, the statements of most Nazi leaders about the various areas of activity of the "Third

Reich", and secondly, the full text of the "Fundamentals of Truth", a kind of anthology for the "Hitler Youth", and thirdly, examples of visual propaganda aimed at young people. The book itself consists of several sections devoted to a particular problem: art, youth, democracy, etc.

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In addition to this book, one cannot fail to recall the German edition of the Book Burning on May 10, 1933

of the year" "Bucherverbrennung zum 10. Mai 1933".⁸ This publication is interesting in that it also provides a large amount of documentary information: reports, references, newspaper articles devoted to book burning. As part of this thesis, this publication is interesting in that it contains a lot of materials about the participation of the "Hitler Youth" in this action.

The most important document for assessing the role of the "Hitler Youth" in the system of the "Third Reich" are the protocols of the Nuremberg trials, about which it remains to be regretted that

the materials of the Nuremberg trials have not yet been published in full.⁹ In these protocols, the interrogations of Baldur von Schirach, who headed

6 Schellenberg V. Labyrinth. M. "House of Biruni". 1991. 7 German National Socialism. M. "Pallada". 1994. 8 Die Bucherverbrennung zum 10. Mai 1933. S. Hanser Verlag München Wien. 1983.

9 Nuremberg trials of the main German war criminals. Collection of materials. T. 5. M. Gosjurizdat. 1960.

"Hitler Youth" until 1940, where the orientation of young people by the leadership of this organization to the war is clearly visible. In addition to these documents, as a source of fundamental knowledge, you can

cite the Encyclopedia of the Third Reich. ¹⁰ Despite the fact that this edition is unique and so far the only one, it is impossible not to notice that it contains a number of inaccuracies, and sometimes even gross errors. For example, Reichsjugendführer Arthur Axman, the next leader of the Hitler Youth after Schirach, lost his arm during the Norwegian campaign, not on the Eastern Front. But in general, the encyclopedia gives a complete picture of many aspects of the activities of the National Socialist state.

Assessing the historiography of Nazism as a whole, one can trace significant differences between Western and Russian historiography.

The following features are characteristic of the national historiography of Nazism:

- the global nature of the problem. Most authors of works on Nazism do not consider any individual processes or aspects of its activities, but the entire history of Nazism as a whole. As an example of this, there are two fundamental

works: "Criminal number 1" by D. E. Melnikov and L. B. Chernaya!¹¹ and a number of books by V. V. Rozanov

("Germany under the rule of Nazism", "Swastika over Germany", "The end of the "Third Reich". ¹² Naturally, the range of general works on the history of Nazism is much wider, but when writing this thesis, only these were of interest.

— sociological historical works. The works of Russian historians on national socialism were based not on the activities of one or another division of the party, but on the influence and connection of the ideology and practice of Nazism with certain sections of society. As an example, one can cite the works of A. A. Anikeev "German

fascism and the peasantry", ¹³ A. A. Galkin "German fascism" (here it was clearly

shows the relationship of the NSDAP with the working class and with the middle strata), 14 as well as published under the editorship of N. S. Cherkasov "Germany: fascism, neo-fascism and

the youth". 15 This approach was fully justified in the conditions of the dominance of scientific materialism, but at the moment these works cannot give a complete picture of the activities, for example, of the same Grudovoy Front and other structures subordinate to the NSDAP. The undoubted advantage of these works is the abundance of statistical materials, but a significant disadvantage is that in order to prove the class essence of German fascism in accordance with the standards of Marxism-Leninism, historical concepts themselves were adjusted to party dogmas. Foreign historiography of Nazism has several other characteristic features:

10 Encyclopedia of the Third Reich. M. "Lokid-Myth". 1996.

P Melnikov AE, Chernaya L. B. Criminal number 1: The Nazi regime and its Fuhrer. M. Izd - to the Novosti press agency. 1981.

12 Rozanov G.L. The end of the "Third Reich". M. International relations. 1985; Rozanov G. L. Germany under the rule of fascism. (1933-1939). M. International relations. 1964; Rozanov G. L. Swastika over Germany. (1933-1939). M. Politizdat. 1964.

13 Anikeev A. A. Agrarian policy of Nazi Germany during the Second World War. Rostov-on-Don. Publishing House of Rostov University. 1990; Anikeev A. A. German fascism and the peasantry (1933 - 1945). Rostov-on-Don. Publishing House of Rostov University. 1979.

14 Galkin A. A. German fascism. M. Science. 1989.

15 g germany: fascism, neo-fascism and youth / under. ed. N. S. Cherkasova. Tomsk. Publishing House of Tomsk University. 1993.

- the personification of totalitarianism, the reduction of a totalitarian society to several figures. This feature has a double meaning. On the one hand, equating totalitarianism with one or more persons with real power in the state is not entirely justified, since totalitarianism is primarily a system, although created by certain people, but capable of existing without its creators. On the other hand, a detailed examination of the life path of the same Hitler allows us to find the roots and causes of many of his actions, since we should not forget that it was his will that determined the domestic and foreign policy of the Third Reich. It is worth dwelling on the most striking works involved in writing a thesis. First of all, the most thorough biography of Hitler is the work of the West German

journalist Joachim Fest "Adolf Hitler". 16 The author of this biography quite successfully managed to avoid both the extremes of elementary rationalization of the motives of a largely abnormal personality, and the extremes of transferring these searches to the area of the subconscious. His book is unique in its depth of insight into the motivations behind Hitler's behavior and activities. In addition, despite the fundamental factual basis of this monograph, the author focuses not on the description, but on the understanding of a particular process. This is fully consistent with the structure of the book, where its conceptual framework is formed by the author's reflections, inscribing the biography of the individual in the context of the era and world history. Therefore, it is quite reasonable to say that Fest explores an entire era through the personality of Hitler.

Another equally impressive biography of Hitler was also written not by a professional historian, but by publicist John Toland. But despite this, the materials he collected are worthy of the work of a professional historian. All of them are unique: conversations with all the surviving entourage of the Fuhrer, documents from the US counterintelligence dossier, unpublished documents from the British government

archives. The originality of Toland's presentation of Hitler's biography¹⁷ lies in the fact that he looks at this figure as if through the eyes of his contemporaries. At the same time, it is significant that at first in the eyes

For many, if not most, Germans, the Nazi Fuhrer was not at all the sinister figure that the world later saw him. Toland's work is also not a simple description.

life of one of the dictators, 18 but an attempt to look at the world of the 30s through the eyes of a person of that time.

The comparative biography "Hitler and Stalin" by Alan Bullock is the world's only fundamental comparison of the biography of the two dictators. Each of them, having started life in the "outback" in complete obscurity, on their own, and using the confluence of historical circumstances, has reached immense and uncontrolled power on the scale of the great powers and in a large part of the world.

All three of these works have two shortcomings. First, it is not enough

attention to socio-economic issues; 19 secondly, it is not quite clearly reflected "how large the degree of participation of certain economic circles and such conservative groups as the army and the church, in the failure of the Weimar Republic and thereby,

at least indirectly, in the rise of National Socialism."20 - The psychological approach of K

16th Fest I. Adolf Hitler: biography. T. 1. Perm. Cultural center "Aleteya". 1993. 17 Toland John. Adolf Gitler. T. 1. M. Interdigest. 1993.

18 Bullock A. Hitler and Stalin: Life and Power: A Comparative Biography. T. 1. Smolensk. "Rusic". 1994.

19 Fest I. Decree op. S. 23.

20 Blank A. S. Lawyers of fascism. M. "International Relations". 1974.

historical events. This is most characteristic of English-language literature. Of the greatest interest from it are the works of the English author Blavel "Sex and

Society in Nazi Germany", 21 as well as Bessel's "Political Violence and

rise of Nazism. 22 These works cannot be unequivocally attributed either to history, or to psychology, or to sociology: they provide quite a lot of material, representing, as it were, an analysis of a "cutoff of an era". It is no coincidence that in both of these works the authors pay great attention to the youth and the Hitler Youth. It was the youth that had to ensure the strength and "eternity" of the National Socialist regime, it was from the youth that the Nazis wanted to grow a "new man" (this is especially clearly shown in Blawell's book).

Identity card of a member of the Hitler Youth.

Exhibit of the German Historical Museum in Berlin

In fact, the problem of the "Hitler Youth"23 in Russian historiography is practically not covered, except for the above-mentioned book edited by N. S. Cherkasov "Germany: fascism, neo-fascism and youth", published by the publishing house of Tomsk University. With all the advantages of this work: the richness of the sources used, the fundamental factology, the departure from the standard understanding of the class essence of Nazism, there are a number of serious blunders. Firstly, an attempt to analyze two such phenomena that are incomparable from the point of view of historical significance as fascism and neo-fascism has not been explained in any way. Secondly, the complete absence of a clear periodization of the activities of the "Hitler Youth". Thirdly, when posing the problem in this work, it was about the connection of German fascism with the youth in general, but a very strong bias was made towards the "Hitler Youth", while almost no attention was paid to such organizations as the National Socialist Union of Students and " Strength through joy. How

it is clear that the development of the problem of the "Hitler Youth" in Russian historiography is still waiting for its hours.

A different situation is observed in Western, and above all in German historiography. Here, in most studies on Nazism in general, and the Hitler Youth in particular, the emphasis is primarily on the political history of this organization. Even within the framework of this work, it can be traced quite clearly that Hiseke, that Klönne or Hellfeld give the history of the "Hitler Youth" as if cut off from the rest of the world, without going one step beyond the designated topic.

The work of the German historian Hiseke H. "From the Migratory Birds to the Hitler Youth" is devoted to the youth movement in Germany. In general, starting from the romantic-patriotic movement "Migratory Birds" to the "Hitler Youth". Actually, the author, like many others, whose works used in this work, historians did not put forward an original concept, but his work is indispensable from the point of view of the availability of facts. This work consists of three parts: the first is devoted to the state of youth organizations before the First World War. Three trends in the youth movement are considered here - the emergence of "völkisch", the activation of the labor

21 Blevel H.R. Sex and Society in Magoo Germany. Philadelphia and N. -W. J. W. Lippincott Company. 1973. 22 Bessel R. Political violence and the rise of paust. London. Yale University Press. 1984.

23 Hieseke H. Vom Wandervogel bis yum Hitler-Jugend. Munchen. 1981.

youth and opposition of bourgeois youth organizations to youth organizations of working youth. The second is youth work during the years of the Weimar Republic. Here, first of all, special attention is paid to the growing conflict between the working-class and bourgeois youth, which is already taking on political outlines - the former are taking left positions, the latter are taking center positions. The third part is dedicated to the Hitler Youth itself. A small disadvantage of this work is that the Hitler Youth, as it were, fell out of the period of the Weimar Republic, although it is not necessary to deny the fact that it was very different from all other organizations.

Another, no less significant work is the book by Arno Klönne "Youth in

"Third Reich".²⁴ Arno Klönne is almost the patriarch of the study of problems associated with the "Hitler Youth". His concept has never been the same. If at first Klönne adhered to the point of view of "autonomy" of the "Hitler Youth", then in later works he moved away from this point of view. In this work, he considers youth organizations not in isolation from each other, but as a complex, primarily in the struggle of the "Hitler Youth" with their opponents - competing youth organizations. This work lacks just what is inherent in Soviet historiography - posing the problem of the relationship and influence on young people, as a whole as a social group, of National Socialism.

The joint work of Hellfeld and Klönne, called "the deceived generation", is not something original, but it is interesting from the point of view of abundant comments on documents and a number of sources on the history of the "Hitler Youth" ²⁵. Hellfeld M., Klonne A. Die betrogene Generation. Koln. 1985.}. Documents are given here in various sections: youth unions in the "Third Reich", youth opposition, "Swastika over the school", Jewish youth in the National Socialist state, youth participation in the war, control and repression of youth.

Thus, the writing of this work pursued several goals. The first is to consider the history of the Hitler Youth organization, on the one hand, as a process inherent in the youth of Germany as a whole as a social stratum; on the other hand, as the history of a particular organization. The second is to identify trends in the work of the Nazis with young people in general and within the Hitler Youth in particular. The third is to give a periodization of the history of the Hitler Youth based on these trends.

The formation of the Hitler Youth organization during the years of the Weimar Republic

As the West German historian I. Fest noted: "... the most significant was the success of the NSDAP among the youth. Like no other political party, it has been able to capitalize on both the expectations of the youngest generation and the widespread hopes for it. It is clear that the generation of 18-30-year-olds, whose ambition and thirst for activity could not be realized in an environment of mass unemployment, experienced the crisis extremely painfully. Radical and escapist at the same time, these young people represented a huge aggressive

potential".²⁵ These young people despised their environment, parental home, teachers, recognized authorities, "still desperately longing for the old bourgeois order, from which the youth had long grown out."

On an intellectual level, this was expressed in the belief that Germany had lost not only the war, but also the revolution - and now must fix it all. Youth in

24 Klonne A. Jugend im Dritten Reich. Düsseldorf, Köln. 1984.

25 Fest I. Decree. op. S. 95.

for the most part, she despised the republic, which glorified its own impotence, and dressed its weakness and indecision in the clothes of a democratic readiness for compromise. But the youth rejected her vulgar materialism of the welfare state and even "Epicurean ideals", in which she did not find anything that overwhelmed her

tragic perception of the world.²⁶

Together with the republic, the youth also despised the traditional type of party, which did not respond to the thirst awakened in the youth movement for an "organic community" that allegedly arose on the fronts of the war. Dissatisfaction with the "power of the old" was even more intensified at the sight of the traditional centers of the parties, which were in a state of partial isolation from the broad masses of the people. A fairly large proportion of young people joined the Communist Party, although the narrowness of the class thinking of the KKE made it difficult for many to join its ranks; the other part tried to express its worldview in the national revolutionary movement, which was motley in its composition. The majority of young people, especially students, went over to the National Socialists; The NSDAP became a natural alternative to the communists. Of all the motley ideological set of propaganda of the National Socialists, she saw, first of all, something revolutionary. These young people were looking for discipline and sacrifice; in addition, they were attracted by the romance of the movement, which constantly teetered on the verge of legality, and allowed those who certainly wanted it to cross this line. For them, it was not so much a party as a militant community that demanded to sacrifice everything and opposed pathos to the rotten, decaying world.

militant new order.²⁷

The coming of the Nazis to power in January 1933 can be defined as a political victory for the NSDAP and as a social process that was not only in the plane of the main state actions, but also determined by the following two circumstances, which turned out to be extremely important for the political success of the NSDAP.

Firstly, the youth of the "national revolution" (the main slogan of the Nazis in

In the 1920s, the phrase became: "National Socialism mobilizes the youth will."²⁸ Secondly, the success of the total claims of the "Hitler Youth" on the way to the victory of the "national revolution" made it a state youth organization. Therefore, it is only natural that the NSDAP made its breakthrough on the political landscape of Germany, including by attracting the votes of young voters. National Socialism took advantage of the internal crisis of the Weimar

republics, which had a particularly hard effect on the younger generation. Nazi propaganda took into account the age psychology of the audience, the traditional romantic aspirations of German youth organizations. In appeals to young people, their consciousness, independence, and ability to perceive the "bitter truth" were emphasized.

It is no coincidence that the Nazis put into circulation the following slogan especially for young people: "New time, new symbols, new people." Addressing the youth of various social groups, the Nazis demagogically glorified the "boundless free will of conscious youth."

It was during the crisis years of the republic that young people rushed in large numbers to the NSDAP in general, and to the SA in particular, both as direct members and as voters. And this at a time when young people were barely attracted to most political parties. At that time, the exceptions were perhaps the KPD, which could attract the radical sections of the working youth, and the Center parties, which could at least

26 Germany: fascism, neo-fascism and youth. P. 15. 27 Ibid. S. 17.

28 Klonne A. Hitlerjugend. Hanover. 1956. S. 64.

to keep a more or less united part of the Catholic youth. The Nazis realized very early that students were a serious social and political force. The influence of the NSDAP among students is also explained by the fact that the seeds of Nazi propaganda fell on fertile soil: the conservative traditions that prevailed in universities before the war were cultivated after it with even greater zeal. The Nazi leaders did not skimp on the words of flattery in relation to the students, in whom they saw, according to their statements, "bearers of the German future." In 1922, in Munich, Hess, Hitler's secretary, personally organized the SA youth battalion from Nazi students, on September 29, 1922, an appeal was published in the *Völkisch Beobachter* for students to leave their corporations and

join the SA.²⁹ In addition, in February 1922, Hitler ordered the creation of a youth department in the party. The first experience of separating a youth organization from the NSDAP was undertaken in Munich in the spring of 1922. The "Youth Union of the NSDAP" was created on the personal initiative of Hitler. The first call to the ranks of this organization was published in the newspaper "Völkische Beobachter" ("People's Observer") - the party organ of the NSDAP on March 8, 1922. It announced that a youth union of the National Socialist Party was formed, which would educate its members in the spirit that is inherent in the party. Further, the appeal contained a demand addressed to the National Socialist youth, to all young Germans aged 14 to 18, "whose soul is tormented by poverty and the need of the fatherland", to put themselves at the disposal of the "Youth Union of the NSDAP". Although formally the call was addressed to all German youth "without distinction of class or profession", it nevertheless emphasized the desire to attract proletarian and unemployed youth in particular and by the fact that

the "poorest young Germans" could not pay membership dues.³⁰

A group photo of blond youths from the Hitler Youth. From the collection of photographs of the Office for Racial Policy of the NSDAP, 1933

Simultaneously with the union, the SA youth organization was created, called the "Jungsturm Adolf Hitler". The general leadership of all youth activities in the party was headed by Gustav Adolf Lenk, a former member of the German National Youth Union, since 1921 a member of the NSDAP. Later, when the number of youth groups of the party increased outside of Bavaria, Hitler instructed Lenk to create the "All-German Youth Union of the NSDAP", by the summer of 1923 such groups

were already in nine states.³¹ In the person of Lenk, the Nazis found a rather active organizer of youth groups: in 1923 he was able to organize branches of the union in Austria and even Czechoslovakia. The main tasks of this organization were stipulated in the charter. The third paragraph of the statute stated that the purpose of the union was the desire "to reawaken and nurture in our

qualities of youth rooted in German blood. The statute also used the entire set of concepts that were in circulation in völkisch circles. In accordance with these views, the fifth paragraph of the charter proclaimed that only Germans were accepted into the union - German citizens aged 14 to 18 years, and foreigners and Jews were not

29 thou. S. 34. 30 Bessel V. Or. cit. P. 56.

31 Klonne A. Jugend im Dritten Reih. Dusseldorf, Köln. 1984. \$. 74.

accepted. 32 There is no data on the social composition of the NSDAP Youth Union, but it can be assumed that it differed little from many other nationalist paramilitary organizations: schoolchildren, students, young employees and part of the workers. This youth organization could not develop harmoniously and disappeared simultaneously with the dissolution and prohibition of the NSDAP in the autumn of 1923. In Vienna, such an organization as the National Socialist Workers' Youth was active.

After the revival of the NSDAP in 1925-1926, youth groups of the party began to emerge again. Moreover, they arose not at the direction of the party leadership, but at the initiative of individual members of the NSDAP. One of these organizers was Kurt Gruber, who created a group in Plauen Vogtland. In 1926, on the initiative of the same Gruber, the youth groups of the NSDAP merged into a single organization called the Great German Youth Movement. It operated within the framework of the so-called "Great German People's Community", headed by the founder of the NSDAP A. Drexler, as well as Aman and Rosenberg. It was one of the fragments of the collapsed NSDAP. K. Gruber launched a stormy activity, receiving financial support from the textile

manufacturer M. Muchman, member of the NSDAP. 33 This organization was officially recognized as the result of the activities of the NSDAP in the youth environment at the party congress in Weimar. As a result, Gruber was appointed to the post of Reichsführer of this organization, invited to the leadership of the NSDAP and appointed referent for youth affairs and issues. At the same time, at the party congress, at the suggestion of J. Streicher, the Great German Youth Movement was renamed the Hitler Youth - the Union of German Working Youth. At that time, membership in the Hitler Youth began at the age of 14. At that time, the "Hitler Youth" can be considered as a youth division of the assault detachments (SA). Only this can explain the fact that after the Weimar Party Congress, the Hitler Youth and Gruber himself were subordinate to the local leadership of the SA. The direct subordination of the Hitler Youth to the NSDAP is indicated by the directive issued in December 1926, which stated that all members of the Hitler Youth who have reached the age of 18

age, were to become members of the NSDAP. 34 The leaders of the union, starting with the commander of the local group (Orthgruppenführer) and above, could only be appointed with a written

the consent of the respective head of the NSDAP. 35 Since its birth in 1926, the Hitler Youth has been an extremely extremist and dynamic youth group with a scandalous reputation. The members of the Hitler Youth themselves were proud that they defeated their opponents not in political disputes, but in skirmishes on the streets (from the very beginning, the members of the Hitler Youth showed extreme contempt for everything that was even remotely connected with intellectuality). Kurt Gruber believed unshakably that the political program meant nothing in the struggle for power. In his opinion, much more

essential was the strength of will and deeds. 36 Although for members of the "Hitler Youth" the pseudo-socialist content of the activities of the NSDAP was even more important than for the NSDAP itself. In order to keep the youth in their ranks, the Nazis had to maintain the appearance that the NSDAP was an anti-capitalist, revolutionary force. This explains the rather wide connections of the youth organization.

32 thou. \$. 76.

33 Germany: fascism, neo-fascism and youth. S. 18.

34 Hieseke N. Or. si. 5.35.

35 Klonne A. Jugend im Dritten Reih. Dusseldorf, Koln. 1984. \$. 77.

36 thou.

NSDAP with a group of Strasser brothers, who personified the "left" wing in the Nazi movement.

It even got to the point that in 1927 a kind of fronde was formed in the Hitler Youth - five districts separated from the organization and formed the "Union of German Working Youth". He published an appeal to the German youth in which the "active revolutionary elements of the German youth" were called upon to free themselves from the tutelage of the "reactionary and Marxist unions" and to wage a struggle in the national and

socialist spirit" for a future great Germany. 37 The emergence of the "Union of German Working Youth" was the result of influence on the "Hitler Youth"

national-revolutionary circles, whose ideas found a favorable environment among extremists who came from the middle strata. However, the new union, as well as the national revolutionaries themselves, did not receive wide support from the youth, and soon fell apart. Another reason for the relative "leftism" of the "Hitler Youth" in 1926-1929 was that during its spread throughout Germany, especially in its northern regions, the NSDAP, for tactical reasons, kept close to the revolutionary forces. The main forms of work were rallies, demonstrations, distribution

leaflets,³⁹ posting posters, that is, relatively cheap, but effective measures of influence. In the winter of 1928-1929 alone, members of the union held 200 meetings, 50 mass rallies attended by tens of thousands of people, and 250,000 leaflets were distributed. The NSDAP youth press played a very important role in propaganda and agitation. At first it was a "combat leaflet" that came out from case to case. In 1927, a magazine appeared under the loud title "Junge Revolutionary", renamed the next year to "Academic Observer". From May 1930 it became a weekly newspaper under

name

"Movement", where the articles of the leaders of the NSDAP were placed, reaching under an hour of circulation in

5,000 copies.⁴⁰ The entire youth press was under the strict control of the party. At first, the leadership of the NSDAP even banned the publication of district newspapers and magazines of their youth associations, fearing that opposition might arise around them.

In the meantime, the youth groups of the NSDAP gradually take over some forms of work from other bourgeois youth unions: campaigns, trips to the German minorities in foreign countries. The need to work with German minorities abroad was justified by the supposedly insufficient awareness of the German population of their "natural borders". Strengthening ties with them, the Nazis considered it necessary to wage a merciless struggle against the Treaty of Versailles, which prevented the formation

states of all Germans in the center of Europe.⁴¹

Like the NSDAP, which claimed a political monopoly and did not enter into any long-term agreements with any groups and parties, the Hitler Youth unequivocally declared its claims to monopoly leadership of the youth movement on the condition of full integration of youth unions into its own system. An official explanation on this matter is given in the article by K. Gruber "The Place and Tasks of the Hitler Youth in the German Youth Movement", published in the yearbook

37 Ibid. S. 80.

38 Bradenburg H.-C. Die geschichte der Hitlerjugend. Koln. 1968. S. 56. 39 thousand. S. 59.

40 Klonne A. Jugend im Dritten Reih. Dusseldorf, Koln. 1984. \$. 79.

41 thou. \$. 81.

NSDAP for 1931. Gruber declared that the Hitler Youth had to extend its mission to the entire youth movement. If in terms of the forms of work, in the opinion of Gruber, the youth organization of the NSDAP did not differ from other youth unions, then "according to

the content of its activities stands above all youth unions 42. This position led to the failure of the negotiations that were conducted by the leadership of the "Hitler Youth" with several Völkisch unions in August 1929. The claims of the "Hitler Youth" to lead the entire "national" camp in the youth movement encountered resistance caused by the desire of a number of right-wing radical youth organizations to maintain organizational independence, although ideologically they were close to

national socialism. 13

In 1931, Baldur von Schirach replaced Kurt Gruber as head of the Hitler Youth. Shirakh proved to be a good organizer, it was with his arrival that the Hitler Youth intensified its activities. Prior to this, the former student Schirach was the Reichsführer of the National Socialist German Student Union (NSNSS), which was personally subordinate to Hitler and created 38 NSDAP student groups by November 1929. The beginning of Schirach's work as the head of the Hitler Youth coincided with the so-called "time of prohibitions." Baldur von Schirach himself wrote about his coming to the post of head of the Hitler Youth that he "tamed the organization and it became the best human material, giving annually 35,000 replenishment." After the ban and abolition of the SA in 1930, and with it the Hitler Youth, Schirach was subordinated to the Reichsleiter of the NSDAP. And after the departure of Adrian von Renteln from his post, he was transferred to the general leadership of the National Socialist youth work. Soon the "Hitler Youth" was again recreated, but with a new structure and centralized leadership. At the same time, the National Socialist School Union was attached to the Hitler Youth proper. Changes in the structure of the "Hitler Youth" caused the further expansion of the activity of this organization. In September 1932, due to the growth of members of the Hitler Youth, it was decided to create primary organizations - "youth factory cells".

Shooting practice for members of the Hitler Youth.

The Nazi party, using the most diverse forms of social and nationalist ideology, sought at this time to win over the youth, using their political inexperience. The support of the youth largely determined the rapid growth of the party's influence in the late 1920s and early 1930s. In order to expand the sphere of influence on young people in December 1928, it was decided to form new units of the "Hitler Youth", later transformed into "Jungvolk" and

Union of German Girls. 44 The Union of German Girls, formed in June 1930, united in the Hitler Youth system separate groups that had existed since the 1920s

42 thou. \$. 82. 43 Hieseke H. Op. si. S. 38.

44 thousand s. 43.

girls. SND was subdivided into two groups of 9-15 and 15-21 year olds. The younger ones should be engaged in "cultural education": the study of German folk culture, the main provisions of the Nazi ideology, the older ones should have focused on

"improve politically and ideologically." 45 As stated in one of the Nazi publications, young girls had to be educated in "racial consciousness" through joint work, travel, physical exercises, "strengthen in them the consciousness of being Germans in order to preserve the German spirit and body, in order to be able to help with

building a free German fatherland." 46 Members of the SND of those years were engaged in sewing uniforms, banners, pennants, assisted the wounded members of the Hitler Youth or stormtroopers, helped with the distribution of newspapers and leaflets, etc. Sometimes they were involved in fights with political opponents. One of the girls of the SND members, even

died in one of these clashes. 47 By the beginning of 1933, the SND was a relatively small (23.5 thousand people) auxiliary unit of the Hitler Youth, but there is no reason to underestimate its capabilities and influence. In addition, the NSDAP was the first party to extend its influence to schoolchildren. The "National Socialist Union of Schoolchildren" was the organizer of the rallies, its members participated in numerous meetings, demonstrations, and torchlight processions. In terms of methods of dealing with his ideological opponents, he was not much different from the SA. For example, the newspaper Vossische Zeitung on January 29, 1930, described one of the meetings with the participation of members of the union, at which they chanted NSDAP slogans in chorus, trying to win over the majority of those present, interfered with remarks and mocking cries of the speakers, and then left the meeting under singing anthem

union. 48 The "National Socialist Union of Schoolchildren" was often the initiator of major scandals, brawls, and the use of brute force. Members of the union staged fights with dissident schoolchildren, persecuted teachers known for their republican views, Jewish teachers. After one of the meetings of the union in Berlin, rubber clubs, brass knuckles, and revolvers were taken away from those present.

In addition to everything, it was the Nazis who were the first to attract to their side the rural youth, whom they called in their propaganda the most healthy part of the nation, not subjected to foreign influences. It was the NSDAP that was the first party that began to hold military sports competitions among rural youth and organize their leisure. In rural areas, camps were created in which "worldview" training of rural youth was carried out. Strongholds were created in the countryside, on the basis of which local groups of the SA and the Hitler Youth were formed.

The pinnacle of the activity of the Hitler Youth in the period from 1928 to 1933 was the All-German Congress of the Hitler Youth, which took place from October 1 to October 2, 1932 in Potsdam. About 80 thousand people attended this congress, which became the largest youth gathering of that time. For 7 hours, columns of the Hitler Youth marched past Adolf Hitler. Despite a number of serious organizational shortcomings, the congress showed that such an organized force as the "Hitler Youth" now plays an important role in the political life of Germany. As a result, 1932 became a symbol of active recruitment work for the Hitler Youth. The sacrificial impulse of the youth was so great that in the name of the common cause many members

45 Germany: fascism, neo-fascism and youth. S. 36. 46 ibid. P. 45. 47 Klaus M. Madchen im Dritten Reich. Koln. 1983.5.57.

48 Germany: fascism, neo-fascism and youth. S. 43.

The Hitler Youth were ready to sacrifice even their lives. The main part of the propaganda actions of the NSDAP: countless processions, marches, street demonstrations, meetings, often ending in bloody clashes with their political opponents, relied, if not entirely on the "Hitler Youth", then at least on its most active support. During such events, about 20 members of the Hitler Youth died. The development and activities of the "Hitler Youth" in the period from its inception to the Nazis' coming to power can be characterized as follows: "Hitler Youth" after its establishment in the Weimar

At the party congress, it first developed, primarily as a youth division of the storm troopers, achieving in subsequent years maximum independence from the leadership of the CA, meanwhile continuing to perform the functions of storm troopers, paying special attention to agitation and demonstration activities. The "Hitler Youth" of that time cannot even be compared in status with civilian youth organizations and unions, if only because it conducted exclusively political activities as an auxiliary structure of the NSDAP - there is no need to talk about actual youth work at that time ("Hitler Youth" was not even represented in the State Committee of Youth Organizations). This is confirmed in his own words by one of the leading theorists of the "Hitler Youth", who said: "The struggle for power did not really make it possible to engage in youth work, which was then only being laid. Only a few actions were carried out by them (members of the Hitler Youth) outside of political propaganda.

The researchers did not establish the joint work of the "Hitler Youth" with the rest of the youth unions (with the exception of individual actions with small nationalist groups); but since the summer of 1932, the Hitler Youth was among the leading youth organizations, but there was no mass joining of youth groups of various organizations to the Hitler Youth (which is not even reflected in the publications of the Hitler Youth).

According to the same publications, the number of members of the "Hitler Youth" at the beginning of 1932 reached 20 thousand paying dues, 30 thousand non-paying and the same number of sympathizers. If we talk about the social composition of the "Hitler Youth", then by 1931-1932 it looked like this: the bulk were young workers and apprentices - 69%, students - 12%, merchants - 10% and a very high percentage compared to others parties and unions of unemployed members - 9%.

It is also undoubted that the main feature of the difference between the "Hitler Youth" and the rest of the youth organizations was the complete dependence of the former on the NSDAP, both in a political and organizational sense.

This dependence is clearly seen both in the period of organizational construction and in the period of prosperity; moreover, this dependence was not only not hidden, but, on the contrary, was emphasized by the leadership of the Hitler Youth. So A. Axman, who later became the Reichsjugendführer, wrote: "The Hitler Youth, which grew up as a division of the party, has the same fate and path with it." Undoubtedly, for the younger generation, the "attractiveness" of National Socialism and the NSDAP was determined not only by ideology, but also by the possibility of social and professional prospects, which attracted young people in the context of a general crisis. Here we can cite the words of Walter Schellenberg, said by him in his memoirs: "In the meantime, the world economic crisis has reached Germany, and this general disaster ... also affected our family. According to the custom in Germany, I ... had to serve a certain period of apprenticeship ... In this case, I was entitled to a government scholarship, for which I applied. The judge who considered my application suggested that my chances of receiving a scholarship would have increased significantly if I had been a member of the Nazi Party and one of its organizations - SA or SS ... My entry into the Nazi Party was dictated only by financial difficulties. But on the other hand, for youth work proper, as noted

Above, the structures of the NSDAP were not adapted before coming to power, therefore, in specific areas of youth life, other associations and unions played a leading role. Until 1932, the National Socialist youth associations were in the realm of organized youth as a minority. There were many more young people themselves, whose political hopes were pinned on the NSDAP, but their social life in civil unions was essentially stopped if they joined the Hitler Youth. By 1932, the strength of the leading organizations was as follows:

1. Sports associations... 2 million people
2. Catholic youth unions... 1 million people

3. Evangelical youth unions... 600,000 people
4. Trade union youth... 400,000 people
5. Socialist working youth 90,000 people
6. Communist Youth League... 55,000 people

But it is worth considering the following: firstly, the organizations of the allied youth in the narrow sense of the word could hardly count 70 thousand people; secondly, hardly even one third of the then young generation were members of unions subordinate to the State Committee of Youth Organizations.

Due to the large influx of representatives of the younger generation, the NSDAP, not yet becoming a mass party, acquired the character of a downright peculiar youth movement. For example, in the Hamburg district in 1925, about 66% of the party consisted of people under 30 years old, in Halle they accounted for 86%, and in other districts these figures, if they differed, were not much different. In 1931, 70% of the Berlin storm troopers were under the age of 30, and throughout the party the number of such was 40%, while the proportion of people of the same age among the Social Democrats was half that. If the deputies from the SPD under 40 years old were only 10% of the entire faction in the Reichstag, then they accounted for almost 60% of the NSDAP faction. Hitler's desire to interest young people, to give them confidence turned out to be a very effective method for attracting young people to the ranks of the NSDAP. So Goebbels became Gauleiter of Berlin at the age of 26, Baldur von Schirach was only 25 years old when he was appointed to the post of Reichsjugendführer (imperial leader of the German youth), and Himmler was 28 years old when he was appointed to the post of Reichsführer SS.

"The uncompromising and in no way weakened the faith of these young leaders, their purely physical energy and pugnacity," later recalled Albert Krebs, the Gauleiter of Hamburg, "gave the party that penetrating power, which, first of all, the bourgeois parties, the further, the less they could oppose something or equal in effectiveness.

It is impossible not to take into account the success of the "Hitler Youth" from the point of view of the fact that this organization used the already successful experience of the youth organizations of fascist Italy. The main instrument of fascisization of the new generations of Italy, as one should have assumed, was the youthful organizations of the regime. The main one is "Balilla" (ONB) - united teenagers under 18 years old. Its structures and orders were militarized to the maximum extent: 11 children made up a squadron, 3 squadrons - a maniple, 3 maniples - a centuria, 3 centuries - a detachment, 3 detachments - a legion. The president of the ONB was the general of the fascist militia, the highest patron was personally the Duce. When joining the ONB, the children took an oath of allegiance to him, swearing to give all their strength and life in the name of fascism. Manifestations and processions, rallies and weekly meetings that took place even during school holidays, marches and maneuvers occupied the second half of the day on weekdays, as well as Saturdays and Sundays. The mechanism for organizing youth mass events was simple: classes were canceled in schools, working youth were freed from work for the whole day, young peasants were drawn from the surrounding villages to the cities, who were paid travel and were given rations. The children could not help but feel proud from the realization of their belonging to the great "Duce army", ready to win for Italy "a place in the sun". Uniform (black shirt, velvet

pantaloons, a cap with an eagle and leather gloves) and personal weapons (wooden carbines) flattered children's vanity, contributed to the formation in the child of the consciousness of his involvement in a single, soldered organization.

Members of the ONB were provided with ample opportunities for sports. New stadiums, swimming pools and sports grounds, camp sites and camps were built. Sports became available to millions of Italians, however, their activities were accompanied by the planting of a cult of brute force and cruelty. "Homines novi", according to Mussolini, were to become not only politically, but also morally renewed and physically developed. Fascist hierarchs believed that playing sports

should awaken hidden energy and fighting spirit, develop willpower and accustom to overcoming difficulties, cultivate contempt for coziness and comfort.

Later, another organization was created - "Young Fascists" for young men aged 18-21, that is, to fill the gap between the upper age limit of the "avant-garde" and the minimum age of party members. The main task of the "Young Fascists" was the ideological, political and physical preparation for joining the fascist party.

Special fascist organizations were also created for girls. According to the old Roman tradition, the Nazis represented the woman as the "angel of the hearth" and the "mother of war", so youth organizations had to prepare girls for these functions. For them, numerous courses were created for needlework, cooking, typing, and even special courses on organizing and managing the economy in colonial countries.

Even later, all youth organizations were merged into a single organization called JIL (LI) - Italian lictor youth. Formally, entry into the lictor youth was voluntary, but in fact it was almost impossible to deviate from this. The membership card of the organization served as a kind of identity card for young people and adolescents, and from the age of 11 they were given special books, in which information was periodically entered on physical fitness and the level of mastery of military specialties. According to the fascist doctrine, the concepts of "citizen" and "soldier" were identical, so the militaristic training of youth began from the time when the child was able to hold a weapon. From the age of 11 they were taught to handle rifles, from 16 - to shoot machine guns and drive tanks, from 17 - everything

young men were required to attend military training courses. 9

Many students were united in university fascist groups, which, in comparison with other youth organizations, enjoyed greater autonomy. Their members did not have to wear a special uniform, the requirements for discipline and regulation of activities within these groups were not so cruel.

Mussolini loved catchy slogans and knew how to masterfully invent them. "The way of youth!" - this motto was put forward by the Duce in the first decade of his reign. Its content was quite capacious: the old generations had to give way to the "man of the era of Mussolini", before whom all the paths to a brilliant career, wealth and military glory were supposedly open, to the rise of Italy and the establishment of its dominance far beyond

outside the Apennines.⁵⁰ In the fascist press one could often come across assertions that the "fascist revolution" was primarily a "moral breaking of the old", and fascism itself was an attempt to create a "new spiritual order of the century". The "fascist type" of a person in all respects was opposed to the usual bourgeois type. Thus, it is possible

49 Belousov L. S... Mussolini: dictatorship and demagogy. S. 177.

50 Belousov L. S... Mussolini: dictatorship and demagogy. S. 178.

to say that the fascist youth organizations in Italy anticipated the total system of the "Hitler Youth", which became much more powerful and more versatile than its predecessors.

The views of A. Hitler in the book "My Struggle" on the education of youth

After the "beer putsch" in 1923, Hitler stayed in the Landsberg prison from November 1923 to December 1924. From the early spring of 1924, Hitler began work on a book, which he later called "My Struggle", the first part was completed in 3.5 months

later. 51

An interesting fact is that in one of the main parts of the "Bible of Nazism", devoted to the problem of the nation state and its construction, 17 pages are devoted to the problem of youth education. This suggests that already in 1923, Hitler felt in the youth that social base on which he could rely upon coming to power. Hitler considered his first task "the protection and systematic support of the best elements

race",⁵² from a baby to an adult member of society. For 17 pages, he tries to portray how to educate a "racially pure" member of society.

The following words could become the main motto of the future educational work: "... the state will see its main task not in pumping our children with as much knowledge as possible, but, above all, in raising completely healthy people. Only secondarily will we think about the development of spiritual abilities. But in this area too, we will think first of all about developing character, will, and strength of determination in our youth, and in combination with this, we will systematically work to develop in them a sense of responsibility. Only in the last place will we think about purely school education" (64.)

Nazism already proceeded from the premise that the NSDAP did not need weak, albeit comprehensively developed people - National Socialism needed only "physically healthy people with a strong character, decisive and energetic."

The physical health of young people, according to Hitler, became the property of the nation and the state. "In our state, care for physical development will not be presented to each individual, it will not be only the task of parents. No, the state itself will devote great attention to this problem, because this is the problem of self-affirmation of the nation, whose health is called upon to protect the state. Hitler considered it necessary to start educational work with young mothers and ensure that they give birth to healthy children. With this, Hitler wanted to lay the foundation for the creation of "really healthy offspring."

Concerning the problem of physical education at school, Hitler noted that "in a National Socialist state, the school should devote incomparably more time to physical education - it is no good to burden young people with such ballast as it is done now." If in Germany in the 1920s physical training classes were replaced by optional gymnastics, which was 2 hours a week, then according to Hitler's idea, in the future, schoolchildren should be given 2 hours a day for physical education (an hour before lunch, an hour after), and at the same time in compulsory physical education classes, the main time should be devoted not to gymnastics, but to boxing. It was this sport, according to Hitler, that the boy had to develop a strong character from a young age.

Hitler did not like the fact that "educational institutions educated "... officials, engineers, technicians, chemists" on principle, and not German men. Hitler considered army education to be the best example of the education of young people. Army example is best

51 Melnikov D. E., Chernaya L. B. Criminal number 1: The Nazi regime and its Fuhrer. S. 63.

52 Adolf Hitler. Decree. op. S. 313.

shows how the consciousness of one's physical strength and dexterity awakens in a person a sense of courage, the spirit of the offensive. That is, it is obvious that the main emphasis on the physical education of the German youth was necessary to turn them into potential soldiers who believed in their invincibility. Hitler himself did not hide this when he wrote the following: "... this inner faith can be brought up from childhood. We must educate our children in such a way that they believe that it is we Germans who will be unconditionally stronger than the rest. With all the organization of the matter of education, we must inspire our people with the consciousness that our nation will once again become invincible. Everything is clear and extremely clear - the school should grow soldiers ready to take over the world, and no one else: the coming National Socialist Germany needed soldiers first of all. The school and the army merged into one. Finishing school, the young men had to immediately get

to the army, where they continued their physical improvement. The army should become a "school of patriotism" for the youth. It was in the army, in addition to physical and "patriotic training", that the young man had to learn, first of all, to obey unquestioningly and follow orders ... it is precisely such an upbringing system that "should strengthen one's faith in one's own strength, educate one's corporate spirit, educate oneself deep conviction in the invincibility of one's own nation. At the end of this system of education, Hitler proposed to give out two documents: firstly, a civil diploma, a document giving the right to engage in social activities; secondly, a "certificate of physical health", giving the right to marry. That is, it turns out that people who did not undergo moral and physical processing were deprived of all civil rights and became outcasts, actually isolated from society. Those who underwent treatment would not pose a social danger to the regime. So, Hitler saw the education of physically strong soldiers as the most important task of the education system.

In addition to physical education, the state, according to Hitler, had to educate character, devotion, loyalty, readiness for self-sacrifice, the ability to remain silent - these are the virtues that young people need. Thanks to the educational system, Hitler hoped, if not completely destroy, then at least mitigate the "flaws" of society. He paid special attention to the cultivation of willpower and determination, the systematic cultivation of a sense of responsibility, and the ability to take a decisive step. "It's better to have a tough order than none ... it's better that our orders - , youth answer the question, sometimes Hitler didn't quite write, — correctly, than did not answer at all.

So, the system of moral education was supposed to create a people's organism, free from those "weaknesses" that could lead the National Socialist state to collapse. "The state will instill in youth from the school bench a sense of responsibility and readiness to courageously defend their opinion. We need this in the same way as the systematic education in the youth of the will and determination to act. Moral qualities, cultivated from early childhood, were to ensure the existence of the state.

The very system of obtaining general education school disciplines had to undergo a number of serious changes. At the heart of the first fundamental change in the school system is Hitler's assertion that "the young brain should not be burdened with things that it does not need and which therefore it quickly forgets. Based on this, the idea arose that the school should provide a vital minimum of knowledge. It is worth noting that, for example, foreign languages did not fall into this vital level of knowledge, since in the life of 98% of young people they will not be needed at all. Instead of a foreign language, it was supposed to study its brief characteristics. "Thereby

, Hitler wrote, "most students would have received general foundations that really necessary for later life. Those who really need to study foreign languages would do it themselves, specially of their own choice, and would achieve the desired results. As a result of the reduction in the school curriculum, free time would be allocated for physical exercises. Particularly big changes

demanding by Hitler to contribute to the teaching of history. As in other subjects, he proposed to reduce the school curriculum and shift the "center of gravity" to make it easier for students to understand the main line of history. History itself was to be seen not as an end, but as a means to help the nation in the future apply the lessons of history to the maximum benefit. History, however, like other sciences, was supposed to serve National Socialism. Therefore, in this area, "one of the most important tasks ... is to ensure that at last a course of history is written in which the racial problem will occupy a dominant position."

The second change in the system of general school education was to be the replacement of materialism with idealism. In other words, the logic of thinking of the younger generation should have been built not on rational principles, but on irrational blind faith. The Nazi state, according to Hitler, was supposed to give the young man only highly specialized

knowledge so that he could "earn his bread". The main task of the education system is the integration of a young person into a society that needs him. In addition, Hitler wanted "from a young age ... to instill in young people respect for nationalism." In conclusion, Hitler wrote: "The crown of all the tasks of our formulation of education must be to place with all distinctness before all young people the problem of race in the first place. And with the mind and feeling, our youth must understand that this is the main of the main, the central of the central problems. Not a single young man, not a single girl should leave the walls of the school without fully understanding what gigantic significance the question of purity of blood has ... For we must remember that all physical and mental education in the last analysis can be useful only for those people who have understood the fundamental importance of the racial problem... If we are able, on the basis indicated, to reorganize the whole matter of education from the point of view of preserving the purity of the race, then this, of course, will bring the greatest benefit to military affairs. In our state, military service in general will be considered only as the final chapter in the education of our youth (emphasis added by A. V.)."

From the above, we can assume the following concept of Nazi education, proposed by Hitler in the 20s: a minimum of vital knowledge with the most active nationalist-racist pumping will allow you to control the environment of the spiritual interests of young people. Along with this, active physical training and military service will make it possible to direct the energy of young people either to training or to the direct implementation of military operations.

These ideas, outlined by Hitler in 1923-1924 on paper, were then only ideas, but ten years later, after the NSDAP came to power, they began to be put into practice.

"Hitler Youth" and the unification of youth life in Germany (1933-1934)

The coming of the Nazis to power on January 30, 1933 allowed the "Hitler Youth" to take new positions in connection with their new functions. The choice of the path of the "Hitler Youth" was to be the choice of all German youth. After January 30, the leadership of the "Hitler Youth" began to make total claims to the sphere of work with youth. Baldur von Schirach on this occasion spoke as follows: "Just as the NSDAP became the only party, so the Hitler Youth should become the only youth organization." And one of the theorists of the activities of this organization wrote later on this subject: "The totality of the claims of the Hitler Youth extended in 2 directions - the Hitler Youth wanted to cover all the youth and the entire life sphere of young Germany." Since 1933, the Hitler Youth has been directing its efforts, on the one hand, to "absorb" as many youth as possible, and on the other hand, to "turn off" as many youth unions and associations as possible, that is, it seeks to use the maximum number of educational functions. For its part, the Hitler Youth

considered any manifestations in the field of youth life (outside the parental home, school and church) as competing social institutions. Among them, for example, were political youth organizations, youth religious unions, allied and autonomous organizations that carried out sports and professional work among young people. All these organizations played a significant role in the Weimar Republic, and their total number was 5-6 million

Human.

On April 5, 1933, Baldur von Schirach ordered the Hitler Youth units to take by surprise the offices of the State Committee of German Youth Organizations. From this action, the leadership of the "Hitler Youth" received significant materials about the existence, leadership, addresses of all other youth organizations, which greatly contributed to the policy of "turning off" them. Subsequently, the last chairman of the State Committee, General Vogt, arbitrarily transferred his post to Schirach and even joined the Hitler Youth (later his book *The German Youth Service* was used by the Hitler Youth as a textbook for military sports education). After becoming head of the committee, Schirach a few days later expelled Jewish youth organizations from it.

If in 1932 the Hitler Youth did not have more than 700,000 members, then by the end of 1934 their number was 3.5 million members. This huge numerical rise had both a political and an educational basis:

- firstly, from the National Socialist state, the "Hitler Youth" received monopoly positions on the path of dissolution, unification, and prohibition of other youth organizations;
- secondly, the "Hitler Youth" mastered those life forms that, at the end of the republic, became widespread and popular with young people.

On July 22, 1933, Schirach finally dissolved and closed the State Committee of German Youth Organizations. But this did not put most of the allied organizations out of the way. Their closing and joining happened surprisingly quickly and without resistance. Of course, the terror of the "Hitler Youth" played a significant role in this, which was subjected to communist and socialist youth organizations that had not experienced such severe pressure before. In addition, the local branches of the "Hitler Youth" allowed themselves excesses, believing that the "national revolution" had not yet been completed.

The main competitors of the "Hitler Youth" were left-wing organizations, right-wing radical youth organizations, as well as evangelical and Catholic unions.

a) Left youth associations.

After the fire in the Reichstag, and as a consequence of this emergency law, the KKE and SPD were terrorized by the SS, SA and police. Home searches, arrests and bans broke the organization of the socialist working youth. The Communist Youth League went underground. Some of these organizations joined the Hitler Youth, but the goal was achieved anyway - one of the competitors was banned and removed from the road.

6) "Great German Youth Union".

A number of youth organizations that were close to the NSDAP also had organizational problems. Despite the fact that their ideological slogans were: "Leader and retinue", "Blood and soil", "Nation and socialism", "Fight against Versailles and Weimar" - they were competitors of the "Hitler Youth" in the monopoly on nationalist propaganda. These right-wing organizations united at the end of March 1933 to form the Great German Youth League under the leadership of Admiral von Trath, who had extensive connections with the Reichswehr. Through these connections, he hoped to gain at least a little autonomy from the Hitler Youth. The union issued a declaration of loyalty to the NSDAP, which denounced communists, democrats and Jews. "Hitler Youth" has repeatedly tried to win over the youth

from the Union, but such cases were isolated. Ideologically, the "Great German Youth Union" was quite close to the Nazis, but the elitist origin of most members of the Union prevented it from merging with the proletarian "Hitler Youth". In addition, he hardly had such a large number of members as the "Hitler Youth". In the summer of 1933, the "Greater German Youth League" wanted to hold a rally, but this was forbidden by the district chief, as "it would bring unrest to the population of the district."

On June 17, 1933, Baldur von Schirach was appointed by Hitler to the post of Reich Youth Leader (imperial leader of the German youth). Hitler's order stated that "the Reich Youth Leader is at the head of all associations of girls and boys." On the same day, Schirach dissolved the "Great German Youth League" by his power. Admiral von Trath expressed his protest to Hitler and Hindenburg, but this had no effect.

Relations between the "Greater German Youth League" and the Nazi state were not unambiguous. On the one hand, the similarity of ideology made it possible to work together. On the other hand, the leaders of the Union considered themselves an elite and distanced themselves from the new

"proletarian power". So Shirakh wrote on this occasion about the Union: "They consider us a mass, and themselves an elite. We ("the Hitler Youth") are the youth of the people, and they are the chosen youth. The National Socialist State cannot tolerate such a view of things. If the "Hitler Youth" is the people's youth, then everyone should become such a youth.

Schirach's accusations were not groundless. A year earlier, Paul Werner wrote about the Great German Youth League: "They wanted the military to see the members of the union as candidates for officers, and in the youth groups of other movements - only potential recruits." The very leadership of the "Hitler Youth" considered the Union obsolete. "It was not I who passed the death sentence on the union," Schirach wrote, "this sentence was declared the reality of real life, our time does not require the romance of a camp fire. They have no idea about the debate of 17-year-olds about the meaning of life and that this debate does not end with a deal." Shirakh treated the leadership of the Union with frank contempt. So the deepest "impression" on him was that the "prominent figures" of the Union have the only originality, which is that they never allow themselves to cut their hair. And as a logical conclusion, his phrase sounded: "They live in a time that no longer exists." According to Schirach, this proved that they did not connect the prospects of Germany with technical development, and therefore with the working youth. "Accordingly," Schirach wrote, "working youth do not connect prospects with them." True, such harsh statements by Shirakh were most likely a screen, since he had been "looking after" the Union since 1929 (as a result of this, many leaders of the Union ended up in positions in the SS and SA in 1933).

After the closure of the Union, its leadership reiterated its commitment to the new regime (after that, the leaders of almost all youth organizations followed their example). This pursued the hope of maintaining some kind of autonomy, or a certain independence as part of the Hitler Youth, which, however, succeeded in some places - sometimes the leaders of dissolved organizations received the right to vote in the Hitler Youth. In 1933, one of the leaders of the Great German Youth League wrote: "If the new government fulfills our demands, we will accompany it; if it is the other way around, we will fight him." Arthur Moraun, leader of the German Youth Order, an organization close to the Union, declared in February 1933 that he disagreed with Hitler's line.

As a result, Hitler ordered on March 31, 1933 to break all relations between the members of the NSDAP with the Union, but there were not many of them.

Despite their ideological similarities, the members of the Union resisted the Nazis, which, however, was based on an ethical foundation and was common among people close to the holders of power in Nazi Germany. Therefore, they did not feel more or less noticeable repressions, since, in fact, they contributed to the formation of the regime.

c) Evangelical youth unions.

The leadership of evangelical youth unions in Germany turned out to be especially receptive to ideas. So, for example, at the end of March 1933, the Evangelical Youth of Germany issued an appeal with the following content: "The new hour of German history has struck! With difficulty, once again, Germany was again taken away from the abyss of Bolshevism... The charitable foundations of the Motherland, the people and the state are being opened up again. The National Socialist movement is blazing a path that promises to overcome class, estate, and tribal contradictions. In this hour, the evangelical youth of Germany should know that their leadership will say joyfully, "Yes!" national socialist action. The realization that there is a renewal of the vital foundations of the entire nation convinces us that in this hour the vital forces of evangelism will bring the only salvation and renewal from decay and fall under Divine guidance and providence. The Lord will destroy the decay and disintegration of customs, professions, families, states.

Even before 1933, a core of evangelical youth organizations tried to clear the way for the "Hitler Youth" into the State Council of German Youth Organizations.

In 1933, the leaders of many evangelical organizations signed a "certification of obedience", closely linking National Socialism and Christianity. True, there was a certain resistance to this course, which most often depended on the ideological and political attitudes of the respective leaders - how they themselves understood the point of view and convictions of the young. Finding it difficult to answer "yes" or "no" to National Socialism, the Evangelical Church split through the detachment of the "German Church" led by Bishop Ludwig Müller. Müller himself was an ardent Nazi who saw in Hitler a leader sent by God. For this, Müller was awarded the title of Reich Leader of the Evangelical Youth of Germany on July 3, 1933. Through church elections held on July 23, 1933, the "German Church" received leadership in almost all church associations, which guaranteed the success of the youth activities of evangelicals who supported Hitler. But Schirach unwaveringly accelerated the infusion of evangelical youth into the Hitler Youth. Bishop Müller not only did not resist, but also contributed to this, for which he later received the post of leader of the evangelical youth as part of the Hitler Youth. At the end of December 1933, due to the fact that most of the evangelical youth went over to the Hitler Youth, all evangelical youth organizations were disbanded.

d) Catholic youth organizations.

Among the Catholic youth in general, there was a distancing from National Socialism. However, she willingly supported the idea of a "strong national state." It was the Catholic youth, thanks to the positions they occupied, that instilled fear in National Socialism, since through a strictly hierarchical episcopate, they were better protected from unification and merging with the Hitler Youth. As a result, Hitler decided to negotiate a concordat. But after on July 1, 1933, Schirach, with the support of the Gestapo, carried out a purge of Catholic organizations, deprived them of all their property, the concordat was in jeopardy. In addition to this, on July 8, 1933, Schirach was subordinated to the Minister of the Interior, his competence and scope of activity expanded significantly. As a result, on July 9, 1933, the concordat was moved to Rome. After that, the "Hitler Youth" ceased to be an independent unit and was obliged to follow the orders of the Ministry of Internal Affairs without fail. In 1934, the "Hitler Youth" began to openly hinder and restrict the activities of Catholic youth unions through

terrorist activities, propaganda activities, regional bans and closures of individual unions and other actions (for example, ruling that children who were not in Catholic unions have more rights). So A. Rosenberg, in his article on the anti-religious education of members of the Hitler Youth, wrote: "We have made progress in planting the National Socialist ideology in the minds of the German youth. From the Catholic youth, only small groups remained, which over time will also be included in the Hitler Youth. The Hitler Youth is convinced that no one can resist him. Moreover, our educational program in schools of all categories is drawn up in such an anti-Christian and anti-Jewish spirit that the rising generation will be delivered from rascals in cassocks.

The struggle of the episcopate and Catholic youth organizations for the preservation of certain areas of youth work was by no means a struggle for democracy.

In the bowels of the Catholic youth organizations, an ideology was developed that was very close to National Socialism. For example, the majority of Catholic youth hailed the "Third Reich" as the destruction of the Republic. On this occasion, they wrote the following in their leaflets: "We, the new German youth, welcome the new state:

a) as overcoming the party state, which was tearing Germany into various irreconcilable camps and fronts, which made national harmony unattainable;

6) as overcoming the liberal state, which understood politics as a tactical compromise of different worldviews;

c) as overcoming a parliamentary state, in which they are engaged only in negotiations and voting, and not in making clear decisions and not bearing responsibility;

d) as overcoming the class state, in which the interests of some collide with the interests of others, and social life is permeated by economic struggle.

In these four overcomings of the old state through the new state, we see the organically pure German imperial idea.

A similar fate befell many youth nationalist youth organizations, such as Bismarck Youth, Hindenburg Youth, which survived other youth organizations, but not for long. The same happened to the Scharnhorsbund, the youth organization of the Steel Helmet, which repeated its path of joining the SA, joining the Hitler Youth.

By this time, after the unanimous statement of all the organizations involved, the transition of groups of numerous youth organizations that still existed to the "Hitler Youth" was indicated. In addition, a strong influx was carried out at the expense of organizations that until now did not belong to the main youth organizations that were part of the "state committee", which had not only organizational, but also educational value. Such organizations included, for example, the "German Youth of Europe", which organized joint work, care and exchange with the youth of German folk groups in various countries. It is no coincidence that the joining of the "committee" and the "German Youth of Europe" was considered to be carrying out solid and positive work.

In parallel with the process of unification of youth life, the Nazi leadership had long been planning an all-German action, the propaganda effect of which was to be directed exclusively at the youth. The events of May 10, 1933 became such an action. Their roots go back to February 1933, when the Main Directorate of Press and Propaganda called on German youth to participate in a "cult campaign" "against the non-German spirit", which was to begin on March 12 and end on May 10.

Among the youth, a document began to be distributed, better known as "12 theses against the non-German spirit" and contained the following:

- "1. Language and writing are rooted in the people. The German people have a responsibility to ensure that their language and their writing remain the pure and unfalsified expression of their people.
2. An abyss has now opened up between the written word and the German people. This state is a disgrace.
3. The purity of the language and writing depends on you! Your people gave you a language to keep.
4. Our most dangerous enemy is the Jew and the one who is in his bondage.
5. A Jew can only think in Hebrew. If he writes in German, he is lying. But even a German who writes in German but thinks in a non-German way is, moreover, thoughtless and does not know his task.
6. We want to eradicate lies, stigmatize betrayal, we want to create for students instead of centers of thoughtlessness, centers of discipline and political education.
7. We want to treat the Jew as a stranger, and take our nationality seriously. Therefore, we demand from censorship: Jewish works are published only in Hebrew. If they are published in German, then they should be considered as translations. Strictly forbid the use of Gothic script. Gothic font for Germans only. The non-German spirit must be eradicated from the German book trade.

8. We demand from the German youth to show the will and ability for independent awareness and decision.

9. We demand from the German youth to keep the German language pure.

10. We demand from German students the will and ability to overcome Jewish intellectualism and associated liberal manifestations that lead to the decline of German cultural life.

11. We demand the selection of students and professors for the reliability of their thinking in the German spirit.

12. We demand that the German higher school become a stronghold of the German people and a battlefield for the German spirit.

At the beginning of the third week of our four-week action, a public collection of corrupting books will begin, against which our youth are primarily fighting. Each student will clean out his library, in which, through thoughtlessness, these non-German books got; each student will clean up the libraries of his acquaintances; the youth will clean up the public libraries, which should not serve as collections of unknown books.

On May 10, 1933, unhealthy books will be burnt. Broad notice of gathering places will be made before they begin.

As follows from the text, members of the Hitler Youth and the National Socialist Student Union took an active part in the preparation and conduct of the book burning action. On May 6, they began distributing the following document to their peers:

"The Committee for the Struggle Against the Non-German Spirit informs you that the books marked in the attached "black list" must be removed from your library. But in order for this literature to be really destroyed, the selected books and pamphlets should be handed over in the coming days to the representatives of the committee, who will appear in your possession, so that on May 10 they will be publicly available.
burned"

The very procedure for the destruction of "seditious" books was as close as possible to

"Warburgfest" on October 18, 1817, the traditions of which were quite strong among German students. For the "auto-da-fé" even a single scenario was drawn up, described in detail in newspaper reports of the time:

"Representatives of the youth, before burning the books, shouted slogans:

First. Against class struggle and materialism, for popular community and idealism in life! In the name of all this, I put the writings of Marx and Kautsky on fire!

Second. Against decadence and moral decay! For good behavior and upbringing in the family and state, I put to the flame the writings of Heinrich Mann, Ernest Glaeser and Erich Kestner.

Third. Against meanness of thinking and political betrayal, for boundless devotion to the people and the state! In the name of all this, I commit the writings of Friedrich Foster to the flames.

Fourth. Against the exaggeration of the significance of sex that corrupts the soul, for the aristocracy of the human soul. In the name of all this, I put the writings of Sigmund Freud on fire.

Fifth. Against the distortion of our history and the belittling of our great figures, for the veneration of our past. In the name of all this, I set fire to the writings of Emil Ludwig and Werner Hagemann.

Sixth. Against democratic-Jewish anti-nationality, for national consciousness! In the name of all this, I set fire to the writings of Theodor Wolff and Georg Bernhard.

Seventh. Against the literary betrayal of the soldiers of the First World War, for the education of the people in the spirit of truth. In the name of everything, I set fire to the writings of Erich Maria Remarque.

Eighth. Against the swaggering disfigurement of the German language, for concern for the most valuable heritage of our people. In the name of all this, I set fire to the writings of Alfred Kerr.

Ninth. Against arrogance and self-confidence, for respect and deference to the German folk spirit. Let the flames consume the writings of Tucholsky and Ossietzky."

"Auto-da-fe" was a dual-use action. On the one hand, the events of May 10, 1933 were an act of intimidation, the purpose of which was to scare to death the "average person", who was used to respecting the printed word. On the other hand, this action made it possible for young people to feel the radicalism of the new government, as well as the fact that the new government has high hopes for it.

The Hitler Youth most clearly used in its organization after 1933 the youth mentality, which extended not to individual areas, but to the entire youth movement. After the "unification of the youth", after the removal from the policy of the "old men who pursued the line of conciliation", after the "renewal of the people and the nation", which was supposed to "sweep away the ossified flabby system", an unconscious need for something new was widespread among the "agitated" youth.

During this period, the "Hitler Youth" showed extremely high demands and claims on the field of youth life, which manifested itself in:

- firstly, in the separation and unification of all competing youth organizations and institutions (with the exception of Catholic youth unions, closed later);
- secondly, in gaining control over all possible functions and areas of youth life;
- thirdly, through efforts, after covering all the youth, to cover each new rising generation.

The influx of new members into the "Hitler Youth", "idealism", which, at least in the early years of the National Socialist dictatorship, was useful, the success of the "Hitler Youth" among the youth, due to the correspondence of its goals to the real desires, requirements and life principles of the youth - all this resulted in the fact that the "Hitler Youth"

spreads among young people broad confidence in the possibility of realizing their potential. The youth movement, known before 1933, had many serious shortcomings - for example, entire social strata and groups of youth (provincial youth, girls in general) were not represented in the youth movement. The "Hitler Youth" put aside the specific youth characteristics, social differences, erased the line between the countryside and the city, destroyed the sexual differentiation of youth work. In view of all this, it can be said that after 1933 the "Hitler Youth" primarily denoted the expansion of the "life forms of the youth movement" - although this designation was misleading. The generalization of youth in the National Socialist system was inevitable.

After the "shutdown" of the party youth organizations, the accession of professional and sports associations was hardly a problem. Through bans, closures, and partly through the admission of various youth unions, through the infusion of numerous groups (the same confessional unions) and the influx of unorganized masses into the Hitler Youth, in 1933-1934 gave a huge numerical increase. This can be seen in the development of the "Hitler Youth" in Obergebitwest (West Germany)

1925 - 100 members

1926 - 200 members

1927 - 500 members

1928 - 800 members

1929 - 1200 members

1930 - 1800 members

1931 - 2400 members

1932 - 6300 members

1933 - 15,000 members

1934 - 1,500,000 members

For the entire Hitler Youth, the increase was from 107,956 people (end of 1932) to 3,577,565 people at the end of 1934.

It was at this time that the unification into the Hitler Youth of the Jungvolk (Jungvolk - young people), the Bund Deutsche Madel (Bund Deutsche Madel - the Union of German Girls), Jungmedel'ypetaye! - young girls). A clear vertical structure was established in the Hitler Youth, a single uniform was introduced. The year 1934, declared by Schirach "The Year of Study and Inner Achievement," marked the formation of this unifying trend. At the same time, the unification of the "Hitler Youth" and the acquisition by the "Hitler Youth" of further spheres of influence and activity, as well as the functions of youth life, were successfully going on. In July 1934, the unification of the youth from the German Labor Front into the Hitler Youth was completed, thanks to which the Hitler Youth received the most important part of social youth work, which until then had been in the hands of trade unions and enterprises.

The activities of the "Hitler Youth" as a monopoly organization (1934 - 1939)

The perception of the "Hitler Youth" as an organization that was independent of the NSDAP and the state bodies of the "Third Reich" is perhaps the most widespread mistake in Western historiography. Behind this statement are those witnesses and eyewitnesses whose activities did not fall under the category of "crimes of the Nazi system." Without a doubt, 10-18 year old boys and girls did not see that the leadership of the "Hitler Youth" is part of a political system of terror aimed at the violent resolution of conflicts. There is no doubt that for the most part the members of the Hitler Youth are free from responsibility for the crimes committed by the Nazi system. But despite this, it is necessary to adhere to an objective

estimates

the historical role of this organization, since the "Hitler Youth" was fully integrated into the political system of the "Third Reich" and was completely dependent on it. At least the top leadership of the Hitler Youth knew that this organization was fulfilling the task of training the rising cadres of the NSDAP and its units: growing young people as carriers of the ideas of the party. In accordance with this, the "Hitler Youth" had a fixed structure, which, thanks to its military-hierarchical structure, tried to fulfill this task as efficiently as possible. A career that could await a young man in the bowels of the National Socialist state was described by Hitler in his speech on December 4, 1938 to the party functionaries: ".. These young people were not taught how to live in German, how to work in German. But these crumbs enter our system and breathe free air for the first time, and four years later they will move from the Jungvolk to the Hitler Youth, and we will leave them there again for four years. After that, for the first time we give her (youth) the opportunity to return without

into the hands of their class and estate "parents", but we recruit them into the party, into the "Workers' Front", into the assault detachments, into the SS ... And when they stay there for two or a year and a half, they will not yet become completely National Socialists: they only polished in a working position, becoming a symbol of the German future. And only after the Wehrmacht processes them in two years, we will again accept them into the SA or SS, since they will never again be tempted ... by their former estate or class consciousness. And only then can I say: "Yes, National Socialism is not at the end of its days - it is only being born."

The above words were first embodied in June 1934, when by decree of the "Führer" the Kreis and Gauleiters of the party, if possible, became functionaries of the "Hitler Youth" - this became more than obvious the dependence of the "Hitler Youth" on the NSDAP and its final weaving into the Nazi system. An even more striking example of this trend was the agreement signed by Robert Ley, the leader of the German Workers' Front, and Baldur von Schirach on September 1, 1934 (although this agreement was not intended for publication and was not subject to publicity). The purpose of this agreement was to provide the NSDAP with a rising generation of young leaders. For this, it was assumed that each Gauleiter, employees of both the central party bodies and local ones, should apply for an internship to one of the "promising" members of the "Hitler Youth" for a period of one year, as a personal employee. The choice of a person for an internship took place through a joint agreement between the relevant employee and the local head of the Hitler Youth. At the same time, the trainee could not be a member of the party at all, but he certainly had to wear the uniform of the Hitler Youth.

After a one-year internship at a local party organization, a member of the Hitler Youth entered the regional school of leadership. And only then could he become the headman of the quarter in the local organization and, after checking his suitability and personal capabilities, continued his rise up the hierarchical ladder.

At the end of the "training course", the local party leadership could issue a certificate. Of course, the functionary who took a member of the Hitler Youth for an internship bore a huge responsibility, since, as a rule, after this internship they were involved in the tasks of political leadership and were released from duties and service in the Hitler Youth, replenishing themselves in fact leadership local organizations of the NSDAP. As a result of this agreement, the leadership of the "Hitler Youth" can be called "adjutant of the NSDAP ideology."

During the first years of the existence of the Hitler Youth in general and after the Nazis came to power, in particular, this organization had the closest ties with the SA, which was initially expressed in the calls of the Hitler Youth to "Become a young stormtrooper." But due to the fact that a trend that sought to reduce the influence of the SA won in internal party politics, the ties between the SA and the Hitler Youth began to weaken. Instead, contacts between the Hitler Youth and the SS intensified. In addition, the "Hitler Youth" led the control and struggle

with illegal youth groups, playing a role similar to the CC, which led the control and supervision of the political opponents of the NSDAP. During the war years, it was the Hitler Youth that would turn out to be the structure that would be almost the only source for replenishing the Waffen SS units, the Dead Head SS units and the SS cadet schools. At the same time, the influence of the SS on the Hitler Youth grew to a maximum, which was reflected in the sending of specialists from the SS to the military camps of the Hitler Youth. This was not an accident or a misunderstanding: all this happened not only not against the will of the leadership of the Hitler Youth, but on the contrary, with deliberate support. The state system of Nazi Germany totally covered all spheres of youth life through the subordination or, at least, through the control of the school, parental homes and, of course, the "Hitler Youth". After the appointment of Baldur von Schirach to the post of Reichsjugendführer of the "Third Reich", he received the greatest duty - to be responsible for the education of not only members of the "Hitler Youth", but all German youth aged 10 to 18 years. While Baldur von Schirach was the Reichsjugendführer, he seriously influenced domestic politics, "booking" the leadership of the "Hitler Youth" not unimportant

seats with party and state. But all the same, Shirakh and his successors were at the disposal of the Ministry of the Interior and other ministries: science, education and public education. The leadership of the "Hitler Youth" did not have clear powers, tasks and competence. This was clearly manifested after universal military and labor service was introduced, which resulted in mandatory pre-conscription military training. The imperial youth leadership was located between the two ministries, on the one hand, and the Wehrmacht. On the other hand, at the same time, all these structures claimed leadership in the pre-conscription military training of youth. This confrontation, in which, by the way, the imperial youth leadership did not always have a strong position, was formally put an end to on December 1, 1936, when the law on the "Hitler Youth" was issued. Now the imperial youth leader took up positions in the top leadership of the Reich, being only directly subordinate to the Führer himself. The law on the "Hitler Youth" was of particular practical importance, because the total coverage of young people made the "Hitler Youth" the most important youth institution, even before 1936. Thanks to this law, the imperial youth leadership was entrenched at the very top of both the party and state hierarchy. Having received many political privileges, the Hitler Youth could not even from now on try to act independently from the Nazi system. The document signed by the head of the party headquarters Dr.

P. Leah and Baldur von Schirach, mentioned above. In addition, in order to plant the ideology of National Socialism in the minds of the German youth, the Hitler Youth and the NSDAP are also taking special measures. So, under the "Hitler Youth" schools "Adolf Hitler" were opened, where only especially distinguished and

proven members of the Jungvolk.⁵³

Thus, it is clearly seen that the leaders of the NSDAP look at the "Hitler Youth" as a personnel reserve of the party and state apparatus.

Now it makes sense to consider in more detail the process of evolution of the position of the "Hitler Youth" in the system of the "Third Reich".

In 1934, an agreement was signed between the imperial youth leaders, peasants and athletes, with the aim of including rural and sports youth in the competence of the Hitler Youth. The transfer of the functions of sports youth to the "Hitler Youth" was completed by June 1936, and rural youth - by July 1935. The agreement signed by Baldur von Schirach and the imperial sports director provided the Hitler Youth with a virtual monopoly on sports

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for youth under 18 years of age. For older youth, for some time there was an exception in the form of the activities of sports and gymnastic societies (these societies were merged into the structure of the Hitler Youth a little later). Physical education, which was then the central part of the work of the "Hitler Youth", occupied far from the last place in the work among girls. Thus, in the instructions of the imperial youth leader for the German Union of Girls, it was indicated that when drawing up and estimating curricula, one third of the time should be devoted to ideological work and two thirds to physical education and classes. For the "Hitler Youth" and the Union of German Girls, even special insignia were introduced for the winners and prize-winners of imperial, regional and district competitions. Since 1935, similar insignia were introduced for members of the Jungvolk and Jungmedel. "Physical well-being" was supposed to be the introduction of special events, during which children were released from school and completely transferred to the competence of the "Hitler Youth". But later, by

for a number of organizational reasons, this practice was discontinued.⁵⁴ It is worth saying that at the same time, special service books were introduced for individual units of the Hitler Youth ("Pymfs in the Service", "Hitler Youth in the Service", "Girls in the Service"), which guaranteed

unified and regulated education and the formation of the integrity of the "Hitler Youth". In order to level the ideological ranks of the "Hitler Youth" in all German radio stations, on behalf of the imperial youth leader, the so-called "Hour of the Young Nation" was introduced, which performed for young people

the role of the evening nocyra.>>

In addition to sporting events, the imperial professional competitions became the most important part of the activities of the Hitler Youth, which became most widespread under the heir of Schirach, Max Axman. Nevertheless, Schirach once remarked that "professional competitions have become a symbol of the Hitler Youth." With the help of the government and the Labor Front, the Hitler Youth called on young people of all professions in all enterprises to participate in these competitions. The Fuhrer himself had to accept the winners in this struggle. The number of participants in these competitions grew steadily until it became actually mandatory (this was not formally enshrined in any regulations). If in 1934 500 thousand boys and girls participated in them, then by 1939 this figure reached 3550 thousand. That is, in five years it has grown by 7 times.

The accession to the "Hitler Youth" of the organization of rural youth - "Artamanen" allowed the "Hitler Youth" to prove itself in another social sphere. This allowed the "Hitler Youth" to professionally direct its activity in the field of agriculture through a number of events - "Rural Service", "Rural Assistance of the Union of German

Girls", "Country Year", "Girls' out-of-school camps".⁵⁶

The educational system in Germany for many centuries served as an ideal for all of Europe: the organization of education, from kindergarten to university, the status of the teacher, the essence of the curriculum - everything was admired. With the advent of the Nazis to power in Germany, a process began that can only be called an "educational revolution".

In 1933, decrees were adopted on the Nazification of the entire educational system of the "Third Reich", from elementary school to universities. Schools were to be reformed in accordance with Hitler's personal ideas about education,

54 Klönne A. Jugend im Dritten Reich. S. 121. 55 thousand.

56 thousand S. 126.

which have been discussed above. In February 1933, an unemployed school director from the province of Bernhard Rust was appointed Minister of Education of Prussia, in April 1934 he was promoted to Reich Minister for Science, Education and Culture. In this post, Rust remade the education system, turning it into a pillar of National Socialism. One circumstance, of course, greatly facilitated the work of Rust: both in Kaiser Germany and in the Weimar Republic, the school department was imbued with the spirit of the German

nationalism. ⁵⁷ Rust's task was to direct the nationalist consciousness of the youth into the Nazi channel.

The first step on this path was the cleansing of all schools and universities from Jewish teachers. In a short time, 97% of the teachers and teachers of the country were included in the National National Socialist Union of Teachers (NS-Lehrerbund, NSLB). By 1936, about 32% of the NSLB teachers became members of the NSDAP. By 1938, two-thirds of all elementary school teachers were indoctrinated in special camps in mandatory monthly courses with drill and lectures. Everything they learned in the camps was supposed to be passed on to their students.

The first book that the child came across after kindergarten was the Riteg primer. On its cover was placed a caricature of a Jew with the words "Do not trust the fox, do not trust the Jew in his

god!" Inside were drawings of marching soldiers and their camp life, accompanied by the text of the following verses:

Who wants to be a soldier

That weapon must have

Should charge it with gunpowder

And a good solid bullet.

And little ones, if you want to be recruits,

Pay attention to this song.^{5 8}

Particular attention in the curricula of schools, gymnasiums and universities was given to sports training. The primary subjects were history, biology and the German language. The study of history was political in nature, the emphasis was on the history of the National Socialist movement.

Horst Ludwig Wessel, NSDAP activist

Students were required to know the events of the Munich Beer Putsch in 1923 and the life story of the "martyr" Horst Wessel as well as the "villains" of the Weimar Republic, such as Kurt Eisner, who tried to establish a Soviet republic in Bavaria. The teaching of biology was based primarily on the Fuhrer's views on race and heredity. The officially approved textbook on race was Hermann Gauch's New Foundations for Racial Studies, which contained the following passages typical of the National Socialists: "The animal world should be classified into representatives of the Nordic race and into lower animals (Jews). Thus, we can deduce the rule: there are neither physical nor psychological features that

⁵⁷ Speer A. Memoirs. Moscow-Smolensk. "Progress" - "Rusich". 1997, p. 35.

⁵⁸ German National Socialism. M. "Pallada". 1994, p. 47.

could confirm the difference between man and the animal world. The only difference that exists is between members of the Nordic race on the one hand, and animals, mostly members of the non-Nordic race, or sub-humans (representing a transitional species), on the other. Students were encouraged to be able to identify their Aryan origin.

The study of German studies was based on the requirement to restore the "former Teutonic greatness", the emphasis was on the history of the Germans, as a culture-creating race, and the Jews, as a culture-destroying race. Introducing students to the heroic Nordic epic (sagas), teachers required them to use exclusively Germanic variants of words borrowed from other languages when retelling. The study of the works of the leaders of the Nazi Party was included in the curricula, for example, the work of Goebbels "The Educational Value of the Reich Employment Service", for the publication of which he received

government loans.⁵⁹

The mathematics curriculum did not change much with the rise of the Nazis, except for the fact that the emphasis was shifted to the subconscious preparation of students for military service. Mathematical problems were somehow connected with the calculations of artillery trajectories and fighter-bomber coefficients. Here are a number of typical problems from a Nazi school mathematics textbook:

"An aircraft is flying at a speed of 240 km per hour to an area 210 km away with orders to drop bombs. When can we expect his return, if the bombing

takes 7.5 minutes?"⁶⁰

Or another task:

"54 bombers are bombing an enemy city. Each plane took 500 high-explosive bombs. Determine how many fires will break out in the city, taking into account that 70% of the bombs will fall outside the city and only 20% of the bombs that fall within the city will produce

the right action."⁶¹

Religious instruction, which had previously been widespread in German schools, was sharply reduced after 1933. In 1935, questions on religion were removed from final exam tickets, and attendance at school prayers became optional. The erosion of the foundations of religious instruction continued throughout the Nazi dictatorship.

At the initiative of Hitler, three more types of schools were added to the general educational system to train the future Nazi elite. The first is Adolf Hitler's School. Candidates for this educational institution were selected from among the members of the Jungvolk. Then they were tested for "racial purity" and sent to two-week youth camps for the final selection. The main criterion was physical data: blond-haired and blue-eyed teenagers had a great chance of being enrolled in this school. Education here was carried out according to a military model, the students were divided into departments. Teachers supervised subordinates at all stages of training, including sleep time, monitored their bearing and hygiene. The departments competed with each other, and the students received not an individual assessment, but a collective one. Five days a week were devoted to physical training, and a day and a half to actual study, and newspapers were mainly studied. Education continued until the age of 18, after which the students received a certificate and were considered quite ready for

59 Heiny Lampen. Statliche Sozialpolitik im Dritten Reich. // Bracher K. D., Funke M., Jacobsen H. -A. (Hrsg.). Eine Bilanz. Nationalsozialistische Diktatur 1933 - 1945. Bonn. 1983. S. 183.

60 Brooman J. Hitler's Germany. Germany 1933 - 45. N.-Y. Longman Group. 1985. S. 35.

61 Rozanov G. L. Germany under the rule of fascism. (1933-1939). M. International relations. 1964. S. 86.

admission to the university. Many graduates of these schools aspired to get into

the next stages of party ideological education.⁶²

The second type of party school was the Napolas (Nationalpolitische Erziehungsanstalten), established in April 1933. The educational and educational process in Napolas was modeled after the old Prussian cadet corps. Teenagers from 10 to 18 years old studied at Napolas, mostly from working-class families or children of military personnel. Formally, the Napolas were subordinate to the Ministry of Education, but the senior teaching staff was represented by members of the SA and SS. By 1940, there were 23 Napolas educational institutions, including 4 in Austria and one in the Sudetenland.

areas. In fact, they were the personnel reserve of the Nazi Party and the armed forces.⁶³

The third type of party educational institutions were Ordensburgs ("Knight's Castles"). These were closed educational institutions of the paramilitary type, the purpose of which was also to train the Nazi elite. In accordance with the Nazi reform of the educational system, the Ordensburgs were under the most relentless control of the Nazi Party. The cherished goal of many teenagers was just the Ordensburgs, the educational process in which was colored

mystical principles of medieval brotherhoods. The selected candidates fell into the special atmosphere of both a Nazi party institution and a knightly order.

The very name these educational institutions received from the medieval castles erected by the Teutonic knights in the deep remote regions of Germany. Four "Knight's castles" were established: in Grossinsee, Sonthofen, Vogelsang and Marienburg. In each of them, there were up to a thousand students, who were called junkers. Supervision and training was carried out by 500 teachers, instructors, administration and grooms (there was a stable at each castle, since riding was compulsory for junkers to learn). Only those who completed a six-year course at the Adolf Hitler School and worked for two and a half years as part of the Reich Labor Service, or were engaged in party work for four years, could enter these educational institutions. Thus, the age of applicants was 20-21 years. In each of the four castles, students spent one year. In Grossinsee they practiced boxing, horseback riding and gliding. In Sonthofen the main subjects were climbing and skiing. In Vogelsang - general physical training. In Marienburg - the final indoctrination of the Junkers in the spirit of National Socialism. Strict discipline, obedience and courtesy were obligatory for the junkers. The slightest infraction was followed by severe punishment. IN

military occupations, military weapons were used.⁶⁴

In addition, by order of Rust, corporal punishment was introduced at the school. Also among the youth began to revive the medieval tradition of duels. The first such duel, held in 1933 in Heidelberg, was attended by the rector of the local university, and after the duel a magnificent banquet was given with the participation of representatives of the new government (it is worth noting that Hitler himself strongly opposed duels, especially after the 1936 duel with Horst Krischka, adjutant of the Reich Youth Leader Baldur von Schirach, the Führer's favorite journalist Roland Strunk was killed).

The reforms carried out by the Nazi leadership had mixed consequences. On the one hand, there has been a sharp decline in the intellectual level and

62 Peter D. Stachura. Das dritte Reich und der Jugenderziehung: Die Rolle der Hitlerjugend 1933 - 1945 // Bracher KD, Funke M., Jacobsen H. -A. (Hrsg.). Eine Bilanz. Nationalsozialistische Diktatur 1933 - 1945. Bonn. 1983. S. 230.

63 Encyclopedia of the Third Reich. M. "Lokid-Myth". 1996, p. 175.

64 Klonne A. Jugend im Dritten Reich. S. 164.

professional training of students. On the other hand, even foreign observers noticed that the health and physical fitness of the German youth had risen to a significant height, which cannot but be assessed as a positive result.

The turning point in all the activities of the Hitler Youth was 1935. This year was proclaimed the "Year of Activity" for young people and brought the introduction of a large Hitler Youth competition and an all-imperial youth sports competition, in which, like the professional Hitler Youth competition, the number of participants was steadily growing. In 1935, 3.5 million people took part in it, in 1939 - 7 million people.

The introduction of universal military service on June 29, 1935 had a particularly strong effect on the activities of the Hitler Youth. Through this event, a single and mandatory, especially for male youth, all-encompassing system was created, in which the "Hitler Youth" took the most important place. It is no coincidence that Schirach, after the introduction of compulsory military and labor service, declared that "from now on, more clearly than ever, there is a need for qualified, that is, systematically, uniformly and regulated by trained leadership" for the "Hitler Youth".

The year 1936 was proclaimed by the leadership of the "Hitler Youth" as the "Year of the Young German Nation". If before that it was difficult to take into account the quantitative growth of the Hitler Youth, then since 1936, when it was decided to organize the admission of 10-year-old boys and girls into the Hitler Youth system. Only on April 20, the Fuhrer's birthday, this problem began to be solved much easier. Here it is worth giving a summary table of approximate data on the number of "Hitler Youth".

For 1939, it is worth adding another 441,000 girls from the organization "Faith and Beauty", which, through the Union of German Girls, was controlled by the "Hitler Youth".

In fact, the Hitler Youth system marked the merging of the party, state and educational systems, which was proclaimed as a perfect and mandatory form. Its final completion of the transformation was indicated by the "Law on the Hitler Youth" of December 1, 1936.

Law on the "Hitler Youth"

The future of the German people depends on the youth. Therefore, all German youth must be prepared for their future duties. For this purpose, the imperial government promulgates the following law, thus proclaiming:

§ 1. All German youth must join the Hitler Youth.

§ 2. All German youth at home, at school, in the "Hitler Youth" must be trained physically, mentally and morally in the spirit of National Socialism, service to the people and the people's community.

§ 3. The task of educating all German youth is entrusted to the Jugendführer of the NSDAP. In this regard, he is the imperial leader of the German youth of the Third Reich (Reich Youth Leader). He has the status of the highest leader with residence in Berlin and reports directly to the Reich Chancellor and Fuhrer of the Third Reich, Adolf Hitler.

§ 4. To supplement and change this law, legal permission and a general administrative order signed by the Reich Chancellor and Fuhrer of the Third Reich, Adolf Hitler, are required.

Berlin. December 1, 1936.

Reich Chancellor and Fuhrer Adolf Hitler.

State secretary and chief of the imperial office, Dr. Lammers.

After the publication of this law, it turned out that the education and upbringing of the German

young people outside the school and parental homes belonged exclusively to the "Hitler Youth"; this educational competence was entrusted to the youth leader of the NSDAP already in the capacity of the imperial youth leader, who received the rank of the highest leadership of the empire and was directly subordinate to Hitler. "The law on the Hitler Youth guaranteed this organization the right to be the sole bearer of educational concepts. But despite this law and its clause on the mandatory membership of young people in the Hitler Youth, the latter formally remained an organization with voluntary entry. This can be assessed as a kind of propaganda technique: the rejection of the coercive means of work of the total youth organization did not mean the rejection of the all-encompassing coercion of youth in general.

In December 1936, the first major disciplinary provision was introduced for the Hitler Youth, which was replaced only in 1940 by military service. This disciplinary provision finally consolidated the centralization of leadership

"Hitler Youth", which made it possible to communicate with the police and other services of the Reich.

A general overview from 1933 to 1936 gives the following picture of the development of the Hitler Youth at this stage: the Hitler Youth, when the NSDAP came to power, declared total claims through:

- through the "shutdown" of all legal competing youth institutions and organizations;
- through the acquisition of the maximum possible control over the functions and areas of youth life (from sports and music to social work and jurisdiction);
- through diligence, after covering as many young people as possible, to involve subsequent rising generations in their total system of the century.

Thanks to this, the "Hitler Youth" received structural unity, organization and centralization. And the "law on the Hitler Youth" of December 1, 1936 finally secured the fixation of the "Hitler Youth" as the only and most extensive institution for youth education outside parental homes and schools.

Some authors, for example, the same Paetel in his work "Portraits of people in the German youth leadership" have the thesis that "The Hitler Youth Law of 1936 represented a "turn" in the internal development of this organization, and only in the period 1936-1939, there is a tendency for the Hitler Youth to strive for nationalization, turning into a state youth organization. This thesis can hardly be considered correct, since the ideological claims, evidence and actual measures of the leadership of the "Hitler Youth" held back total claims until the NSDAP came to power; the law of December 1, 1936, in fact, only legalizes the fact that has already happened, and does not bring to life a new trend in the internal development of the Hitler Youth. The very first measures taken by the leadership of the Hitler Youth after the adoption of this law were supposed to serve to strengthen the position of the system of this organization. 1937, declared the "Year of the Hearth", brought the "Hitler Youth" an accelerated penetration into everyday life and family life on a global scale.

In the same year, with the direct participation of the leadership of the Hitler Youth and the Reich, the Adolf Hitler School was created, which was supposed to play the role of higher party educational institutions supplying leading personnel for the party. In addition to them, a little later, with the participation of the leadership, the Imperial School of Leadership of the Hitler Youth was created in Potsdam, and on April 20, 1939, the Academy of Youth Leadership in Braunschweig. These institutions were the central educational institutions of the party - and this from now on allowed those who wished to make a professional career in the Hitler Youth. This was officially enshrined in the new "educational order", adopted on February 18, 1938, which recognized the leading positions of the "Hitler Youth" as a profession. After the positions of the "Hitler Youth" were legally and

politically fixed period of organizational superstructures can be considered complete. It was then that the youth leadership of the Third Reich again drew attention to the opposition youth groups. So on June 18, 1937, under pressure from Schirach, dual membership was introduced in the Hitler Youth and Catholic youth unions. This pressure proceeded simultaneously with a number of events that connected the work of the youth Catholic unions to the activities of the Hitler Youth. That is, the practice of unification of youth organizations that took place in 1933-1934 was resumed again.

By 1939, one can speak of the appearance of one specific feature of his activity - this is total militarization. Military training through the structures of the "Hitler Youth" with the help of the Wehrmacht was secured by Baldur von Schirach and Keitel in August 1939. It is worth noting that separate agreements between the Hitler Youth and the leadership of the SS were concluded as early as 1938. The result of this was the birth of the "Penal Service "Hitler Youth"". The "penal service" was supposed to create squads of 150 people in each district. A little later, an agreement was concluded between Schirach and Himmler, according to which members of the Hitler Youth who took part in the Penal Service were potential candidates for the SS.

From that moment on, the leadership of the "Penal Service" was appointed not by the authorities from the "Hitler Youth", but by the ranks of the SS. In December 1938, a second agreement was concluded between Schirach and Himmler, according to which the "rural service of the Hitler Youth" (formerly the Artamanen union, of which Himmler himself was a member in his youth) was turned into a reserve for the SS, and then became a potential for military -rural

project cc.65

On the eve of World War II, militarization affected all of Germany and the Hitler Youth in particular. This is clearly seen in the legal status of this organization. If the key point in the previous development of the Hitler Youth was the emergence of the "Law on the Hitler Youth", then its pre-war development was determined by two additions to this law. They reaffirmed the provisions of the 1936 law. It makes sense to give the text of these additions.

The first addition to the law on the "Hitler Youth".

On the basis of section 4 of the Hitler Youth Act of December 1, 1936, I decree:

1.1 The Youth Leader of the German Reich has the exclusive competence to solve the problems of the physical, mental and moral education of all German youth outside their parental homes. the competence of the imperial ministers of science, training and public education does not apply to the sphere of activity of the "Hitler Youth".

1. 2 The following are transferred to the sphere of activity of the youth leader of the German Reich from the sphere of activity of the imperial and Prussian ministries of science, training and public education:

– all cases of youth care, youth welfare (both OT accidents and guaranteed insurance);

- issues of competence of the rural year, subject to special regulation.

1. 3 The youth leader of the German Reich and the "Hitler Youth" are subject to the financial leadership of the NSDAP.

2. 1 In the "Hitler Youth" special personnel units (shtam - Hitler Youth) are created.

2. 2 The "Hitler Youth strain" includes everyone who joined this organization before April 20, 1938

of the year.

2. 3 The rest of the young people can be included in the Hitler Youth Shtam, if at least they have proven themselves in the Hitler Youth or are allowed to be accepted

65 Hellfeld M., Klonne A. Die betrogene Generation. S. 201.

in the NSDAP. More detailed orders are issued by the youth leader of the German Reich and the Führer's secretary.

2. 4 The inclusion in the "Shtam-Hitler Youth" of persons who have reached the age of 18 and participate in its management or leadership is carried out automatically.

2. 5 "Shtam-Hitler Youth" is considered a division of the NSDAP.

2. 6 Joining the "Shtam-Hitler Youth" is voluntary.

3. 1 The Reich Minister of the Interior determines, by mutual agreement with the youth leader of the German Reich and the Minister of Finance, the official schedule of the Hitler Youth.

4. 1 Members of the "Hitler Youth" have the right (in some cases required) to wear the prescribed uniform.

Berlin March 25, 1939

Fuhrer and Reich Chancellor - A. Hitler

Fuhrer's Secretary - R. Hess

Chief of the Imperial Chancellery - Dr. Jlammepe66

The second addition, also called the "Decree on Youth Service", deduced from the law of 1936 that all young men and women between the ages of 10-18 had to undergo youth service service, which took place along with military and labor service. It was this decree that laid the foundation for annual events that covered all German youth.

From the second supplement to the law on the "Hitler Youth" of March 25, 1939

Youth Service

1. Terms of service.

Service in the Hitler Youth is an honorable service to the German people. All young people from the age of 10 to the age of 18 are obliged to take part in the service of the Hitler Youth, namely:

- boys from 10 to 14 years old in the "German jungvolk";
- young men aged 14 to 18 years in the "Hitler Youth";
- girls aged 10 to 14 years in "jungmedel";
- girls aged 14 to 21 years in the "Union of German Girls"..

3. Recording and acceptance.

a) all young people on March 15 of the calendar year in which they turned 10 years old will be registered for admission to the Hitler Youth with the corresponding head of this organization;

6) every representative of the German youth must register;

c) admission to the "Hitler Youth" is carried out on April 20 of each year ...

12. Definition of a fine.

a) in case of intentional opposition to the paragraphs of this decree, the person who committed it shall be fined 150 marks and subjected to arrest;

b) anyone who maliciously interferes or attempts to interfere with the service of youth in the "Hitler Youth" is subject to imprisonment or a fine, or both of these punishments;

c) a fine can be imposed at the request of the youth leader of the German Reich (this request can be withdrawn);

d) Youth can be called to fulfill their duty, which is assigned to them on the basis of this decree, through the local police department.

"Hitler Youth" during the Second World War (1939 - 1945)

The beginning of the Second World War meant a drop in the standard of living of all social groups of the Third Reich - with the outbreak of the war, housing construction decreased,

66 Klone A. Jugend im Dritten Reih. S. 178.

expenses for education, health care. After 1942, many social payments to young people began to be reduced, loans to newlyweds were gradually reduced, the organization of vacation trips, and the abolition of preferential fares for week-end travel. Boarding houses and sanatoriums were crammed with refugees from the bombed areas. Even before the war, the lack of workers brought to life a law on the annual labor service of girls and young women who do not have children. However, before the start of the war, only 50,000 of them complied with this provision of the law. Sanctions against those who did not participate in the performance of labor service were not applied by the Nazi state in the first years of the war, which was associated with the growth of cheap labor for prisoners of war, as well as residents of occupied countries. In 1939-1941, there was even an outflow of women from the sphere of production.

Only after a radical turning point in the course of the Second World War, associated with the defeat of the Nazi troops near Stalingrad, Hitler signed a decree on the widespread involvement of men and women in Germany "in solving the problem of defending the Reich." According to him, all women aged 17 to 45 could be forced to work. About 3 million girls and women fell under the decree, over 900 thousand of them worked at military enterprises.

In the last war years, the working youth, like all workers, was actually attached to enterprises that produce weapons, the possibilities for changing jobs were limited.

The main direction of the work of the "Hitler Youth" during the war is the full involvement of young people in the military efforts of the state. In 1940, Arthur Axmann, the former deputy of Baldur von Schirach, appointed Gauleiter of Vienna, headed the imperial leadership of the Hitler Youth, which was the result of a behind-the-scenes struggle. Unlike the latter, known in the circles of the Nazi leadership for his penchant for romantic rituals, pompous mass events, Axman was characterized as a sober pragmatist, endowed with remarkable organizational abilities.

At the initiative of Axman, the leadership of the Hitler Youth carried out campaign after campaign, during which more and more new responsibilities were assigned to the youth. Traditional annual campaigns have also been preserved, so 1940 was proclaimed the "Year of strength testing", 1941 - passed under the motto "Our life is the path to the Führer", 1942 - "Exploration of the East and rural service", 1943 - "The contribution of youth to the war", 1944 - "The Year of the Volunteers".

The number of different youth actions throughout Germany is incalculable. They were adapted to all age groups. So, young people were supposed to participate in the collection of salvage, scrap metal. The amount collected was noted for each in a separate special card. Raw materials went mainly for military purposes, the funds received for it went to various funds to help the children of dead soldiers. Girls and boys from the Hitler Youth units participated in the collection of gifts and money for the wounded, participated in concerts held by the forces of the Hitler Youth units in hospitals. In addition, teenagers were used by the NSDAP and the Hitler Youth as watchmen and couriers, and distributors of propaganda materials. They worked as postmen, helped deliver ration cards, acted as guides through darkened cities. Members of the "Hitler Youth" could be used in shops for the distribution and delivery of products, removed snow and garbage. Assistance to the families of those who died in the war in caring for children and housekeeping was declared an "honorary service" for girls. They worked in kindergartens, infirmaries, sanitary checkpoints, nursing homes and disabled people. Cultural landings of youth from the "Hitler Youth" were organized in the countryside, where propaganda work was carried out in this way.

Such activities of the "Hitler Youth" were supposed to contribute to the formation of a "people's community" that would rally in the fight against enemies during the war. To nobility

and the loftiness of this goal was believed by the majority of young people, who provided difficult, often social assistance to their adult fellow citizens, thereby ensuring the strength of the rear of the Nazi army. Many examples of self-denial, disinterestedness, and even

self-sacrifice shown during these actions; assistance to the families of the dead, the disabled, the elderly in the difficult conditions of the war years met the norms and values of Nazi humanity, but they were used by the Nazi elite for their criminal purposes, to extend its dominance in an increasingly hopeless war for Germany.

Along with everyday actions, the nature and direction of which often changed, young people were also involved in larger-scale and long-term campaigns. One of them was participation in the development of lands occupied by Nazi troops in the East. In February 1940, under the youth leadership of the Reich, a special bureau for the resettlement of youth "Vostok" was established. It had close contacts with the SS and Himmler personally, who, among other things, was also the Reich Skrimissar "to strengthen the German spirit" in the occupied territories of Poland and Czechoslovakia. A number of territories were declared "areas of the Hitler Youth", including areas in the north and north-west of Poland - along the course of the Warta River and in the "Polish corridor". They appointed special leaders of the "Hitler Youth" to create on the ground organizations "Volksdeutsche" "Hitler Youth", the purpose of which was to be the colonization of these areas. As a result of this program, 300 Hitler Youth camps were created in the "eastern territories". The "rural service" of the youth also took part in the "development of the East" and "planting the spirit of the German nationality". In 1942, 30 thousand German girls and boys were employed in this action. In the same year, 28 educational institutions of the Hitler Youth operated in the "eastern lands", preparing a contingent from the local population capable of cooperating with the Nazis.

Since, in connection with the war, an acute shortage of teachers began to be felt in Germany itself, "school assistants" from the "Union of German Girls" began to be attracted to the schools of the "eastern regions". In 1944, 700 girls from the members of the "Hitler Youth" worked in the schools of Wartheland and Danzig - East Prussia. The level of their qualifications, as a rule, was low. Their pedagogical training was limited in most cases to 4-month courses; only 20% of them graduated from high school, the majority were graduates of "folk schools" (grades 8-9). Their duties also included teaching the German language to the adult population, conducting "ideological conversations" with him, advising peasant women on care

for children, housekeeping, etc..⁶⁷

In addition to everything in agriculture for the period June 1, 1939 to September 1944, the number of cadre workers decreased by 2297 thousand people, or almost 30%. Of these, 1926 thousand people were drafted into the armed forces, and the rest were transferred to other sectors of the economy. To make up for these losses, the Nazi regime tried to involve wide sections of the rural and urban population in agricultural production, and also sent large numbers of foreign workers and prisoners of war to the countryside. According to the laws of wartime, every young man and girl was obliged to work one year in agriculture after graduation. In many parts of Germany, labor camps were set up in which tens of thousands of young people without

wages, only for a boarding house, were forced to work in the fields.⁶⁸

⁶⁷ thou.

⁶⁸ Anikeev A. A. German fascism and the peasantry (1933 - 1945). S. 204.

As mentioned above, in Nazi Germany there was a whole network of organizations designed to send young people to work in the village - "Country Year", "Country Service" and others. In addition, numerous schools of assault and security detachments sent their pets to the village for education. The scale of their activity during the war can be judged from the data on the work of the Rural Service during this period. This organization introduced the village in 1939 - 26 thousand people, in 1940 - 18 thousand, in 1941 - 20 thousand, in 1942 - 30 thousand, in 1943 - 40 thousand. Another organization - "Rural Year"

annually sent up to 17,000 teenagers to work in agriculture.⁶⁹

By a joint decision of the head of the "Hitler Youth" Arthur Axman and Minister for Education Rust, since 1942, elementary school students under the age of 10 inclusive began to be widely involved in spring and autumn work. As a result, every year the village began to receive an additional 1 million workers.

All these contingents of youth were sent to the village in the context of "village helpers". Social legislation (even in the truncated form in which it existed in National Socialist Germany) did not apply to them. Large landowners used "rural helpers" as cheap labor, which greatly affected the position of rural workers. In general, during the war years there was a profound change in the composition of the labor force employed in agriculture. Skilled labor was replaced by semi-professional OR generally unskilled. The social composition at the level of individual villages looked approximately as follows. So in the village of Bad Freinwald (near Frankfurt-on-Oder) in August 1940, instead of the rural workers drafted into the army, 536 Wehrmacht soldiers, 155 members of the Hitler Youth, 60 students, 299 Italian workers, 600 Polish laborers and 1320 prisoners of war worked.

Often, especially at the end of the war, young men and women from the Hitler Youth sent to work in the occupied territories became victims of retribution from the local population. Some of them, especially fanatically introducing the "new order" here, involved in the repressions carried out by the Nazi administration, were later subjected to judicial punishment. Such was the payment for participation in the criminal policy of the Nazi Reich.

Large-scale hostilities required all new replenishment of the Wehrmacht. Throughout the war, personnel training for the armed forces was carried out through the Hitler Youth system. In 1942-1944, almost all young people of pre-conscription age were trained in specially prepared camps. In contrast to the pre-war years, classes in them were mainly conducted not by inspectors of the "Hitler Youth", but by Wehrmacht officers from units stationed on the territory of the country, or dismissed from the army due to injury. As a rule, schoolchildren underwent military training in them in whole classes. Working youth studied military affairs during their vacation time.

On a large scale, through the Hitler Youth system, children and adolescents from heavily bombed cities were placed in rural areas. In such camps, teenagers were taken out of large industrial centers with the aim of "recovery". In total, 800 thousand people were placed in rural camps in 1941-1944. Nazi propaganda widely advertised the health benefits of rural camps for displaced youth. Indeed, they were located in ecologically clean, often resort areas; boarding houses, hotels, tourist camps and shelters were given for them. They provided good food. However, the arrangement of these camps pursued not only a healing effect, which should testify to the care of the Nazi state for the younger generation. To a large extent, the creation of rural camps was due to the desire to test in practice

⁶⁹ Ibid. S. 206.

the Nazi system of education, excluding from it BCE "extraneous influences", including the influence of the family. Such camps created absolutely favorable conditions for the "total" education of youth in the spirit of the "national community". When children were moved to camps, parents were forbidden to accompany them, and restrictions were imposed even on dates. Children and adolescents were under the complete control of inspectors from members of the National Socialist Union of Teachers, leaders of the "Hitler Youth" and "school assistants" from the Union of German Girls. In this way, the isolation of youth from "foreign" influences was achieved.

At the final stage of the war, the fate of many of the displaced children, especially in the territory occupied by the Nazi troops, turned out to be sad. Some of the camps ended up in the zone

military operations, and children, often abandoned by their mentors, fell into this whirlpool. Many of the deported children and adolescents did not find their parents' home, which was destroyed by the war, and faced insurmountable difficulties caused by the post-war devastation. Part died.

As the military situation of Nazi Germany worsened, young people were increasingly involved in various jobs in the rear. These works became actually comprehensive only after Germany proclaimed "total war" in 1943. In September 1944, the leadership of the "Hitler Youth" announced the "Gathering of Youth" - all young people had to provide detailed information about themselves in order to subsequently involve them in one or another war-related matter. Just as immediately they had to report all their movements.

In January 1943, a youth service of pre-conscription age was established. As a rule, these were high school students who were recruited to serve in anti-aircraft artillery units by entire units of the Hitler Youth, under the command of their Youth Fuhrers. They were considered performing "youth service", and not soldiers, but actually served in the Wehrmacht; making it possible to send adult anti-aircraft gunners to the front. These were, apparently, the "cheapest" soldiers of the Nazi army - before reaching the age of 16 they were paid 50 pfennigs per day of service; and after this age - 20 marks per month. At the final stage of the war, even girls began to be recruited to serve in air defense units. Teenagers were also involved in the service in the air force (in 1944, 92 thousand young men sent here from the Hitler Youth served here), and teenagers were also attracted to the fleet.

At the end of the war, the recruitment of young people into the Volkssturm militia was announced. Despite the crushing defeats and huge losses of the Nazi army, many members of the "Hitler Youth" retained the illusions cultivated by Nazi propaganda about the possibility of Germany winning the war, believed in the legend of the "miracle weapon". Some of them showed readiness for senseless self-sacrifice "for the sake of the Motherland", but in fact in order to prolong the agony of the Nazi regime.

The Deutsche Wochenschau (Weekly German Review) played a significant role in this. It was these short films that played a leading role in creating the Nazi myth of heroic self-sacrifice. At the end of 1944, in one of the issues of the Review, one could see huge crowds of members of the Hitler Youth who volunteered to go to the front. The class born in 1928 was particularly distinguished by its devotion to the Führer and the nation. In one of its most powerful scenes, the Review correctly captured youthful idealism and pathos. Thousands of youths stood in line, and loudspeakers above the square impassively reported statistics on the huge number of teenagers who had expressed their readiness to fight for the Fuhrer and the Vaterland. This willingness to stand until the end

became clear proof of the statement made by one of the narrators of the review: "I can die, but to become a slave, to see Germany enslaved - I cannot bear it!" And while a bravura march sounded over the square, the camera focused on one young face, a symbol of National Socialism and willingness to sacrifice oneself. These shots of the film were especially heartfelt: the orchestra played "Our banners blow ahead of us" - a touching hymn of the "Hitler Youth", a memory of bright days.

Groups of young volunteers like this gave Hitler the idea of dictating a widely circulated proclamation that recalled Hitler's earlier, frighteningly prophetic pronouncements assuring the German youth of his allegiance. In 1934, he told the members of the Hitler Youth: no matter what happens, they forever tied their fate with him and Germany, because this generation, according to him, was "flesh of the flesh and blood of the blood of the nation." Hitler warned young people not to give up in the face of the enemy. At the NSDAP congress in Nuremberg in 1936, the Fuhrer declared: "We are accustomed to the struggle, because we have come out of it. We will stand firmly on the ground and stand against any storm. And you will stand beside me if that hour is to come." That hour came on October 7, 1944. AND

the old rhetoric was brought to light again, depicting the Hitler Youth's devotion to the cause of victory in the flowery terms of Nazi propaganda. Here is that document:

"My Hitler Youth!

It was with joy and pride that I learned of your desire to go to the front as volunteers with the entire class born in 1928. In this decisive hour for the Reich, when we are threatened by a hated enemy, you have given us all an inspiring example of fighting spirit and reckless devotion to the cause of victory, no matter what sacrifices this requires of you. The youth of our national socialist movement, both in the rear and at the front, justified all the expectations of the nation. Your volunteers have given us the clearest proof of their dedication and unshakable will to win by serving in the units of the Hitler Youth, Grossdeutschland and Volksgrenadiers, as well as fighters in all ranks of the armed forces. The understanding of the need for this struggle today overwhelms the minds and hearts of the entire German nation, and especially the youth. We know the enemy's plans for the ruthless destruction of Germany. It is for this reason that we will fight even more devotedly in the name of a Reich in which you can work and live with honor. However, as young fighters of National Socialism, you must show even more than the rest of the nation your endurance, perseverance and steadfastness. The sacrifices made by our heroic young generation will be embodied in a victory that will ensure the proud and free development of our people, the National Socialist Reich.

Adolf Hitler.

Fuhrer's Headquarters, October 7, 1944"

From 1943, campaigns were conducted to recruit volunteers from among teenagers for service in the main parts of the Wehrmacht. 1944 was, as already mentioned, declared "the year of the volunteer." In January 1945, the leadership of the "Hitler Youth" announced an "imperial draft" into the ranks of the armed forces. Over 70% of young men born in 1928 had to declare their readiness to serve in the Wehrmacht. Girls were drafted into auxiliary corps. From September 1944 to January 1945, 150 thousand girls were recruited to serve in the Nazi army.

Already in the conditions of the collapse of the Nazi empire, the call for "volunteers" of 15-16 years of age began to take place. From these soldier-schoolchildren, detachments of "werewolf" (werewolves) were formed. They had to fight to the last breath. They were instructed

to cover the withdrawal of Wehrmacht units, to commit acts of sabotage in the rear of the troops of the anti-Hitler coalition. Even after the surrender of Nazi Germany, some "werewolves", among which there were even 14-year-old teenagers, continued to carry out their combat missions, because they did not receive an order to cancel them. One of these battles was described by the well-known Soviet journalist M. Merzhanov, who in those days was a correspondent for the Pravda newspaper: "Suddenly, a bell rang at the command post of the regiment commander. The battalion commander reported that about 400 youths, dressed in black school tunics with gold buttons and black trousers, were moving along Kolonenstrasse in orderly order. The boys grew up in a pious awe of tanks, planes, faustpatrons. They pronounced the names of Hitler, Goebbels, Goering, as they say the names of saints, raising their hands to the sky. they walked beating off a step and holding faustpatrons at the ready ... These are Arthur Axman's suicide bombers, fanatics who decided to give their lives for the Fuhrer, went on a "psychic attack", believing that they would scare the Soviet soldiers.

— How to be? the commander asks. - Let them through to the rear or open fire on them?

"Restrain," replied the regimental commander, "find a way to disarm.

Meanwhile, the youths approached. The battalion commander fired several yellow rockets - a signal indicating the leading edge of the front. But in response, the youngsters, coming close, began to throw faustpatrons (to shoot from them at Soviet positions? - A.V.) There were wounded, dead. The boys with wild eyes rushed into hand-to-hand combat. I had to open fire.

For several minutes, because of the smoke and indiscriminate shooting, nothing could be understood, and then the youths, throwing faustpatrons, began to run to their rear.

The wounded schoolchildren, crying, during interrogation told how they were led into battle by the head of the district committee, who assured that Tempelhof was easy to take back ... "

Suffering a final defeat, the Nazi regime took with it into oblivion thousands of lives of teenagers and children deceived by it.

Identification badge of the SS division "Hitler Youth.

Soldiers and officers of the SS division "Hitler Youth" in Normandy

At the end of the war, the Nazi leadership even formed a special SS Panzer Division "Hitler Youth", staffed mainly by 17-18 year old volunteers who had previously been trained in the "Hitler Youth" camps, and then in

military sports centers of the SS. The division first saw combat on June 6, 1944, during the Allied landings in Normandy, where it suffered significant losses.

Of course, not all German youth retained faith in the chimeras created by Nazi propaganda. During the period of the Nazi dictatorship, there was a passive resistance of some of the youth, which was expressed in avoiding joining the Hitler Youth: 8-9% of young people of the corresponding age remained not covered by membership in the Hitler Youth. The unwillingness to participate in the actions and campaigns of the Hitler Youth and the Nazi leadership was also widespread. Part of the youth tried to avoid labor and youth service. Not infrequently, their parents helped them in this, referring to the lack of funds for the purchase of Hitler Youth uniforms, shoes, sports uniforms, the need to help the family, care for younger children. The reluctance to join the Hitler Youth was clearly manifested during the war years, when the contradiction between the real world and its distorted propaganda display became more and more obvious. So in the report of the Berlin security service in August 1943, it was stated that only a small part of the young people sought to join the NSDAP for ideological reasons. The majority of young people, however, do not show enough inner readiness and indifference to joining the NSDAP. At best, the party's stay was seen as a "necessary evil" or springboard for a professional career. Some, it was noted in the report, join the NSDAP in order to free themselves from youth service and membership in the Hitler Youth, hoping that in the party they will not be so intensively involved in various actions and be under such vigilant control as in the Hitler Youth. An increase in the number of young Germans who consciously reject joining the NSDAP was also noted.

Conclusion

The material presented by us allows us to draw some conclusions. First of all, certain stages and some features can be distinguished in the activities of the Hitler Youth. In the 1920s, the Hitler Youth did not deal with youth affairs proper, devoting most of its time to political activities. After Hitler came to power, the Hitler Youth, as a total organization, began to widely introduce youth forms of work. Only with the outbreak of the war, the "Hitler Youth" gradually again abandoned youth work as such, preferring to help the front and ideological propaganda.

In the history of the "Hitler Youth" one can outline the following periodization of this unit of the NSDAP:

1) The stage of formation of the organization - 1920s -1933. During this period, the Hitler Youth went through several stages. The birth in 1926 and the acquisition of its own status In the National National-Socialist Workers' Party of Germany, independent of the assault detachments, to which the leadership of the "Hitler Youth" was subordinate until the beginning of the 30s, became important

milestones of this period. Even then, significant differences between the "Hitler Youth" and other youth organizations (the absence of proper youth forms of work, a military-hierarchical structure) were clearly identified, which were determined by the complete dependence of the former on the NSDAP. Moreover, the "Hitler Youth" did not solve actual youth problems like most youth organizations, but from its very inception acted as a "forge of personnel" for the Nazi Party.

2) The stage of unification of youth life in Germany - 1933 - 1934. This period is characterized by the fact that the "Hitler Youth" receives a new, not only social, but also political role. Firstly, in the Nazi state, the "Hitler Youth" received monopoly positions on the path of dissolution, unification, and the prohibition of any youth organizations. Secondly, the "Hitler Youth" was able to master those forms of youth work,

which were most popular with German youth in the early 30s. After carrying out the unification of almost all the youth of Germany during the year (the Jewish youth, which was, as it were, isolated from the new state, did not undergo complete unification, and the Catholic youth, which, as a result of the concordat, received some autonomy), the Hitler Youth eliminated the features of the youth life of the time of the Weimar Republic. The social, gender and age differentiation of youth policy were erased. The youth began to represent a single organism (do not forget that this generalization was inevitable, since it corresponded to the plans of the Nazi elite).

3) The stage of transformation of the "Hitler Youth" into a part of the state body, 1934-1939. Describing this stage, it is worth noting that the "Hitler Youth", on the one hand, gained independence within the framework of the "Third Reich" system. The Reichsjugendführer "Hitler Youth" was personally subordinate to Hitler. On the other hand, there is no need to talk about the ideological independence of the Hitler Youth, since it was not just a component, but one of the most important socio-political institutions of the Nazi dictatorship. The Hitler Youth was fully integrated with the Third Reich system, as evidenced by the Hitler Youth Law and additions to it. It is important that the logical conclusion of this stage was the extreme militarization of youth in general and the Hitler Youth in particular.

4) The military stage of the activities of the "Hitler Youth" - 1939-1945. This stage carries a kind of dual content, on the one hand, the "Hitler Youth", during the war years, it is a youth reflection of the front (this is especially clearly seen in the last year of the war, when the German youth acted as its direct participant), on the other, the "Hitler Youth" this stage is a reflection of Hitler's plans to create a new Europe (take, for example, the policy of resettling young people in the East to establish a "New Order" there). The collapse of the "Third Reich" meant the collapse of the "Hitler Youth" as a whole as an organization.

With the disappearance of the Hitler Youth, another problem arises - the problem of the responsibility of people who were members of the Hitler Youth for the crimes committed by the Nazis. However, this problem is purely moral in nature, since the German youth actually had no choice - they were doomed to membership in the Hitler Youth. This was indirectly confirmed by the Nuremberg trials, which did not include the Hitler Youth in the number of criminal organizations along with the NSDAP, SS, SA and Gestapo, thus removing the burden of guilt from millions of young men and women. The leaders of the "Hitler Youth" themselves were nevertheless charged with assisting in the preparation of the war. At first, Schirach took the following position: the Hitler Youth was an independent youth organization from the NSDAP, not involved in the preparation of hostilities. But after cross-examination, he confessed that the "Hitler Youth" took an active part in the militarization of society. An international tribunal sentenced Baldur von Schirach to 20 years in prison. But Schirach himself spent only half of this term in prison.

The history of the "Hitler Youth" teaches us that the creative energy of youth, unclaimed in a particular society, can be directed through propaganda to destructive and even criminal purposes.

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